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ABSTRACT

This resource guide contains learning activities designed to complement existing ABE curricula or become the cornerstone of an ABE curriculum integrating reading, writing, and math skills with practical life knowledge. The guide begins with an introduction, acknowledgments, and an overview of Colorado's Certificate of Accomplishment program, which is based on individual and interactive learning activities allowing students to learn at their own pace and demonstrate literacy and numeracy skills through a certificate process portfolio. Sections 3-6 contain the following: guidelines for using the resource guide; assembling a portfolio; verification checklist and class tracking charts; and index of competencies. Sections 7-9 present 39 reading, writing, and math competencies cross-referenced to the appropriate Colorado Department of Education standards. Some or all of the following are included for each competency: competency statement; skills, vocabulary, and materials required to complete the learning activities provided; detailed lesson plan; list of suggested resources and publisher addresses; learning activities; and verification page to be completed by students and placed in their portfolios. Concluding the resource guide are the level 1 answer keys. (MN)

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ED 419 102

The Resource Guide

Colorado Certificate of Accomplishment
ABE Level 1

Office of Adult Education

State Library and Adult Education Office

cde

Colorado Department of Education
201 East Colfax Ave.
Denver, CO 80203

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Colorado Certificate Of Accomplishment

Level 1 ABE Resource Guide

1998

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Colorado Department of Education

Colorado Certificate of Accomplishment Resource Guide*

Contents ***Pages***

Section 1: Welcome 1

Section 2: History and Acknowledgments 5

Section 3: How to Use ***The Resource Guide*** 11
- **A)** Getting Started 14
- **B)** Student Educational Plan (SEP) 16
- **C)** Verification Checklist / Competency Numbering System 17
- **D)** Using the Lessons in ***The Resource Guide*** 22
- **E)** Tracking Student Progress 27

Section 4: Assembling a Portfolio 29

Section 5: Verification Checklist & Class Tracking Charts 33

Section 6: Index of Competencies 43

Section 7: Level 1 Reading Competencies 47

Section 8: Level 1 Writing Competencies 237

Section 9: Level 1 Math Competencies 319

Section 10: Level 1 Answer Keys 433

To fully enjoy all the benefits of this program and avoid any time-consuming errors, please review all nine sections before using *The Resource Guide*.

NOTE:** Any program using The Colorado Certificate of Accomplishment must obtain and use a copy of ***The Handbook: A Manual For Adult Education Practitioners in order to have all the necessary information and materials to submit portfolios. (See Section 1, pg. 3)

Section 1:

Welcome

Section 1: Welcome!

Welcome to the Colorado Certificate of Accomplishment's Level 1 Resource Guide. This document is designed to assist with implementing the certificate process at your adult education program. ***The Resource Guide*** is a supplement to ***The Handbook: A Manual for Adult Education Practitioners (The Handbook)***. The certificate process cannot be implemented without ***The Handbook***, because it contains policies, guidelines for student assessment and placement, and masters of necessary forms. ***The Handbook*** is available from the Office of Adult Education (OAE), at the Colorado Department of Education (CDE): 303-866-6609.

The first sections of ***The Resource Guide*** will help you understand what to do with all this paper. Don't be overwhelmed by its size; it's much easier to use than it may seem.

Student Benefits

The certificate process is designed to aid adult learners in mastering essential skills (basic skills within a life skills context). ***The Resource Guide*** provides educational activities that integrate reading, writing, and math skills with practical life knowledge. The guide incorporates individual as well as interactive learning. A student has the opportunity to learn at a pace that is comfortable for him and sharpen the skills he needs to become an independent adult and an educated citizen.

For lower level students interested in working toward the GED, the certificate process can sometimes appear as a detour from their goals. The essential skills a student can master through successful attainment of a certificate *are* the skills that will become a foundation for the GED test. Thus, the certificate process can be a natural step toward the GED.

Upon review and approval of a certificate process portfolio, a student receives a certificate from CDE. The certificate acknowledges the student's successful completion of the process and lists all the skills he has acquired. It is an excellent addition to job application packets and résumés. See Appendix D in ***The Handbook*** for samples of certificates.

Teacher Benefits

The Resource Guide provides interesting, easy-to-use activities that can complement existing curricula or become a cornerstone in the development of an effective adult education curriculum. Relevant, interesting lessons are provided in the three basic subject areas: reading, writing, and math.

The Resource Guide can save time because it contains creative lessons with practice exercise duplication masters. Teachers do not have to spend time developing an entire lesson; they can simply add their creative ideas to the activities provided.

For teachers working in group situations, ***The Resource Guide*** includes a class tracking chart that provides an "at-a-glance" overview of the group's learning needs. The guide also includes a verification checklist to assist with tracking the needs and progress of individual students. The chart and checklist can be utilized together or independently as tools for documenting student progress and accountability.

NOTE: Please review pages 28-30 in ***The Handbook*** for further information on the rationale and benefits of the certificate process.

Section 2:

History and Acknowledgments

Section 2: History and Acknowledgments

At a national meeting of State Directors of Adult Basic Education in 1991, the Delaware State Director reported on a process in her state to recognize the achievements of adult learners below GED level. Adults who demonstrated proficiency in basic skills received certificates which acknowledged their achievement. After returning from the national meeting, Dian Bates and Mary Willoughby shared information about Delaware's certificates with the consultants in the Colorado Department of Education, Office of Adult Education (OAE). Recognizing the benefits of certificates to adult learners, adult education teachers and programs, the OAE staff approved a project to research, develop, and implement a certificate process. The Colorado process, expanding Delaware's focus to include essential skills (basic and life skills combined), would officially recognize adult learners for skills mastery at three levels below high school/GED level.

A small task force of teachers, guided by State Teacher Trainer, Kathleen Santopietro Weddel, conducted the initial research that began in the summer of 1991. By March of 1992, the task force had completed four tasks:

- Selection of competencies from the Comprehensive Adult Student Assessment System (CASAS) related to current effective curricula for three levels of proficiency roughly equivalent to grades 3.9, 6.9 and 8.9.
- The design of the Colorado Certificate of Accomplishment, which lists the competencies mastered at that level.
- The relationship of CASAS and the Test of Adult Basic Education (TABE) to the Colorado competencies.
- The relation of the Certificate of Accomplishment to the GED.

After approval of the certificate process was obtained from the Colorado State Board of Education, the process was ready for field testing.

Between March, 1992, and January, 1993, thirteen adult education programs field-tested the certificate process.

History (Cont'd.)

Based on teachers' requests, the task force, assisted by teachers from the field, wrote a curriculum guide, which delineated verifications and identified resources relating to each competency. During the eight months of the field-test, nine portfolios were submitted for review; three were approved and certificates were awarded.

After revision of the ***Curriculum Guide*** based on field-test findings, the Certificate of Accomplishment was introduced to all adult education programs for implementation in July, 1993. During that summer and fall, intensive training for the certificate process was conducted at seven regional training workshops. Since then, both introductory and in-service training have been presented on a regular basis.

The impact of the certificates has spread beyond the boundaries of the OAE and the network of Colorado adult educators. Numerous businesses reviewed the certificates and sent letters of support. The Certificate of Accomplishment process has been the focus of presentations at national conferences and at meetings of the State Directors of Adult Education. The OAE has responded to requests for information from Florida, New Hampshire, Pennsylvania, Rhode Island and Tennessee. Some of those states are using Colorado's process as a model. Requests for certificate information and resource materials continue to come into the Office of Adult Education.

Within Colorado, the number of programs implementing the certificate process continues to grow, and the number of adult learners who complete certificate portfolios steadily increases.

Acknowledgments

At the inception of the Colorado certificate process the OAE determined that, since practitioners would implement portfolio development, they should be a part of the process to design and develop the ***Curriculum Guide*** and verification materials.

Acknowledgments (Cont'd.)

The Office of Adult Education recognizes and offers special thanks to these dedicated practitioners and programs who assisted with the research and writing for the original document, the ***Curriculum Guide***, in 1993.

Doug Brooks, St. Vrain Valley School District RE-1J, Adult Education Center
Mary Ebuna, Colorado Mountain College, Adult Education
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Kathleen Santopietro Weddel, Adult Education Consultant, Longmont
Jennifer Zuech, Trinidad State Junior College, Adult Education

Field-Test Sites

Adult Learning Source, Denver
Adult Literacy Center (Adult Education Center), Durango
Alamosa Public School District RE11-J
Colorado Mountain College, Glenwood Springs
Colorado Springs School District #11
Ignacio United School District RE11-JT
Mesa County Library Adult Reading Program, Grand Junction
Morgan Community College, Fort Morgan
Southeastern Colorado BOCES, Lamar
St. Vrain Valley School District RE-1J, Longmont
West Central BOCES, Montrose
Colorado Northeastern Community College, Craig
Trinidad State Junior College Adult Education

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Dian DeFord, Colorado Mountain College, Glenwood Springs
Ann Hecox, Adult Education Center, Colorado Springs School District #11
Nancy Lambert, Adult Reading Program, Mesa County Library District, Grand Junction
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Mark Sullivan, Adult Learning Source, Denver
Lisa Wilk, Adult Education Center, Durango
Kenya Williams, Leading Edge Consulting, Durango

The initials at the bottom of the pages in ***The Resource Guide*** recognize the contributions of specific practitioners to the development of each competency verification.

Kenya Williams, ABE teacher and state specialist from Leading Edge Consulting (Durango), revised the original ***Curriculum Guide*** by writing new sections, expanding others, writing all the lessons, and designing the format for ***The Resource Guide***. Dian Bates, State Director, Office of Adult Education and Mary Willoughby, CDE Consultant, Office of Adult Education, supervised the rewriting process. Technical support was provided by Ai Dam, Administrative Assistant, Office of Adult Education. LeaVelle Sumner, CDE Consultant, Office of Adult Education, edited ***The Resource Guide***.

If through oversight we have omitted anyone who assisted with the certificate process, please contact the Office of Adult Education so corrections can be made in future printings.

Section 3:

How to Use *The Resource Guide*

Section 3: How to Use *The Resource Guide*

The Steps to the Process:

1) Welcome and enroll a new student:
   - Assess the student's skills using the Comprehensive Adult Student Assessment System (CASAS) or the Test of Adult Basic Education (TABE) and a writing sample
   - Give the student a needs assessment
   - Place the student in the appropriate certificate level based on CASAS or TABE scores and writing sample

2) Instruct the student in essential skills areas (basic skills and life skills).

3) Verify the student's mastery of skills using ***The Resource Guide*** verifications or teacher-created verifications.

4) Compile a portfolio with all completed verifications and send it to the Office of Adult Education at CDE for review and evaluation.

5) If the portfolio meets the required standards, it is returned to the program with a certificate which is presented by the program to the student.

6) If the portfolio does not meet the required standards, it is returned to the program with comments and suggestions for revision.

A) Getting Started

Placement

To start a student in the certificate process, assess his skill levels in reading, writing, and math. Use the CASAS or TABE Level tests to determine the student's skill levels as part of your center's intake procedure.

A student should be placed in a certificate level based on scores from the CASAS or TABE Level tests. The placement range is as follows:

1) A student should work on **Level 1** if she takes:
CASAS A and scores 171-199
or
TABE E and scores 0-3.9
This corresponds roughly to grades 0 to 3.9.

2) A student should work on **Level 2** if she takes:
CASAS B and scores 200-224
or
TABE E or M and scores 4.0-6.9
This corresponds roughly to grades 4 to 6.9.

3) A student should work on **Level 3** if she takes:
CASAS C and scores 225-243
or
TABE M or D and scores 7.0-8.9
This corresponds roughly to grades 7-8.9.

You may also ask the student for a writing sample. It should be evaluated according to the criteria in the writing assessment in Appendix F of ***The Handbook.***

NOTE: Please review pages 6-13 in ***The Handbook*** for complete information on skill assessment.

Placement (Cont'd.)

Be sure to obtain a writing sample from each student early in your enrollment process; it is the most accurate way to assess a student's writing skills. A writing assessment is included as Appendix F of ***The Handbook***. Writing samples should be evaluated by using the placement criteria identified in the assessment.

Placement Factors

Teachers should carefully consider the following factors when deciding on a student's certificate level.

- A student should be placed according to his reading and writing abilities as measured by a standard assessment tool (CASAS or TABE and writing assessment).
- A student should be placed in a certificate level that will challenge him without being intimidating.
- A student should not be placed in a certificate level that is below his ability as this will not allow the student to grow as a learner.

A student's language arts skills (primarily the ability to read and write) directly affect his ability to comprehend new information. Much of the material he will encounter in the certificate process will be language arts based, so it is important that his reading and writing abilities, which have been documented, match his placement level.

Examples: If a student scores high in Level 1 and has reading and writing skills close to Level 2, it may be more appropriate to place her in Level 2; placing this student in Level 1 could bore her because the material would not be challenging.

You may encounter a situation where a student has Level 2 language skills but has math skills below that level. In this case, consider raising her math skills before placing her in the certificate process. It is usually easier to raise a student's math skill level to her language level than it is to raise her overall language skill level.

Placement Factors (Cont'd.)

If a student's reading and math scores on CASAS or TABE place him at Level 2, and it can be documented that his writing skills are *well below* that level, consider placing him in Level 1. Trying to complete Level 2 work could be discouraging for this student.

In all situations similar to the previous examples, instructors must clearly document why the students' placement differs from their level test scores, or their portfolios will be returned to the program without being evaluated.

Be sensitive and use your best judgment. The key is to place a student in a level that does not interfere with learning by being either too easy or too difficult.

B) Student Educational Plan (SEP)

Creating and Using a SEP

Each student working on the certificate process should have a Student Educational Plan (SEP). An SEP is created by placing the following items into a student's file:

- The needs assessment: see the sample in ***The Handbook***, Appendix B: 2-6,
- The student's educational goals: review notes taken at the intake interview, and,
- The Verification Checklist: see Section 5 in ***The Resource Guide***.

The information in this file helps teachers design instruction to meet a student's individual needs. Teachers can cross reference the three documents (needs assessment, educational goals, and verification checklist) to create lessons that address needed skills and teach a student what *she* wants to know. Teachers and students can see that the SEP is being successfully implemented as required verifications are checked off and goals are met according to the checklist.

Using the SEP

1) **Review the needs assessment.**

   Example: The student has marked the statement showing that she needs the skills to read and complete a job application.

Creating and Using a SEP (Cont'd.)

2) **Review the student's educational goals.**

   Example: At the intake interview, the student may have stated an interest in applying for a job; this should be noted on the intake form.

3) **Review the verification checklist.**

   Example: You may see that the job application and want ad competencies have not been verified by the CASAS or TABE tests.

4) **Provide lessons to meet the student's needs.**

   Example: By reviewing the 3 documents above, you will see that teaching a lesson on want ads and job applications addresses one of this student's needs and educational goals. You can then choose lessons from a textbook, design your own lesson, or use a lesson from ***The Resource Guide*** to meet this need.

Cross referencing the information in the SEP can guide teachers in establishing individualized instruction. For group instruction, teachers can review the SEP's of all students in their classes to determine similarities in students' needs, and create appropriate lesson plans.

C) Verification Checklist / Competency Numbering System

The **verification checklist** identifies all the skills or competencies that must be verified in order to receive a certificate. The competencies cover reading, writing, and math and are ordered numerically within each of those areas. Each competency has a number and a title describing the skill. Some competencies on the checklist have a test item number from the CASAS or TABE Level tests.

With minor changes in wording, all skills listed on the back of a certificate are included in competencies on the verification checklist. The current verification checklist includes the same skills as the previous checklist. However, because of wording changes and re-examination of the skills required for each competency, certain competencies that were previously verified by test questions from CASAS or TABE, must now be verified using ***The Resource Guide*** or teacher created verifications.

Sample Verification Checklist Refer to this page as you read through the section on column descriptions.

COLUMN #1: Competency Number.

COLUMN #2: Competency Title

COLUMN #3: Corresponding test item numbers for CASAS or TABE

Basic Skills Life Skills		Test Item	Method Of Verification	Date & Initial
Reading Life Skills				
1R10	Recognize and Use Signs Relating to Transportation	CASAS 31R (2,12,13) CASAS 32R (3,20,21)	**Program Verification**	**9/7/98** KW
1W7	Fill Out a W4 Form		**CDE Verification**	**9/14/98** KW
1M5	Compute Cost, Total Amount, and Change	CASAS 31R (4,21) CASAS 32R (2,19) CASAS 31M (13,16,17,18) CASAS 32M (15,16,17,18,19) TABE 7 E Applied Math (6,8,9,10,19)	**CASAS**	**10/5/98** KW

COLUMN #4: Method used to verify the competency

COLUMN #5: Date of verification and instructors initials

Column Descriptions

COLUMN #1

Competency Numbers

The competency numbers are read in the following way:

Examples: **1R10** means: Level 1 certificate, reading competency #10.

1W7 means: Level 1 certificate, writing competency #7.

1M5 means: Level 1 certificate, math competency #5.

COLUMN #2

Competency Title

The title describes the specific competency being taught, which may include a variety of skills. Once a student completes a competency, he should be able to apply the acquired skills to life situations.

Example: Compute cost, total amount, and change (1M5)

COLUMN #3

Test Items

The test item numbers identify the test name, the test form number, and the test questions that deal with the same skill as the competency.

Examples: CASAS 31R (4, 21) means: CASAS test Form #31, reading test, questions 4 and 21.

CASAS 32M (2, 19) means: CASAS test Form #32, math test, questions 2 and 19.

TABE 7 E Applied Math (6, 8, 9, 10, 19) means: TABE test Form 7, Level E, the applied math section, questions 6, 8, 9, 10, and 19.

Column Descriptions (Cont'd.)

COLUMN #4
Method of Verification

The method of verification shows how a student demonstrated mastery of a competency. Verification can be done using the CASAS or TABE Level tests, ***The Resource Guide*** or a program's teacher-created verification.

Examples: A) Test Item Verification

If a student took the CASAS test Form #31R, answered questions 4 and 21 correctly, ***and*** took CASAS test Form #31M and answered questions 13, 16, 17, and 18 correctly, he would have successfully verified the corresponding competency (1M5: Compute cost, total amount, and change). You would write "**CASAS**" in the verification method column for that competency. See 1M5 in the sample checklist.

If a student took the TABE test and correctly answered ***all*** the corresponding questions, you would write "**TABE**" rather than "**CASAS**" in column #4.

B) CDE Verification

If a student missed ***any*** of the correlating test questions, the competency would need to be verified using ***The Resource Guide*** or a teacher-created verification. Do not fill in column #4 until the verification is complete. When a student completes a verification from ***The Resource Guide*** enter the words "**CDE Verification**" in column #4.

Some competencies do not have CASAS or TABE reference numbers. **These competencies can only be verified through completion of verifications in *The Resource Guide* or teacher-created verifications.** See 1W7 in the sample checklist.

Column Descriptions (Cont'd.)

C) Program Verification
Teachers may choose to create verifications rather than use those in ***The Resource Guide***. Please review pages 23, 24, and 25 in ***The Resource Guide*** and pages 20-21 in ***The Handbook*** for specific directions on creating your own verifications. When a student completes a teacher-made verification, enter the words "**Program Verification**" in column #4. See 1R10 in the sample checklist.

Follow these guidelines for column #4

- Students must answer **ALL** corresponding test questions correctly in order to verify a competency using CASAS or TABE.
- Students should take either the CASAS or TABE test (use the test that best suits your program). For CASAS, choose Form 31 or Form 32, do not give students both. Students must take the ***reading*** and the ***math*** sections of the chosen CASAS test form and correctly answer all corresponding questions in order to verify a competency through testing.
- Some competencies only correspond to the CASAS test, while others correspond only to TABE. It is not possible to substitute tests to verify competencies.
- Remember: if a competency has no corresponding test questions, it can only be verified through ***The Resource Guide*** or by a teacher-created verification.

COLUMN #5

Date and Initial

The date of verification and instructor's initials are written in this column.

Example: If the student verified competencies by correctly answering questions from the CASAS or TABE test on September 7, 1998, write "**9/7/98**" and your initials for each verified competency.

If the student verified a competency using ***The Resource Guide*** or a teacher made verification, write your initials and the actual date the verification was completed.

NOTE: If you are not the primary ABE instructor, consult with the instructor or your program director to obtain the appropriate verification signature.

D) Using the Lessons in *The Resource Guide*

Activities

Each lesson in ***The Resource Guide*** has been designed to include an interesting step-by-step activity. The activity provides a way for students to practice the math, reading or writing competencies that he missed on the CASAS or TABE. Each lesson offers creative activities for teachers and saves them planning time.

The first page of each lesson lists the competency number, title, the CDE Colorado Model Content Standards met by the competency, related competencies, the skills needed to complete the competency, vocabulary words, and necessary materials.

Competency Number and Title
Each competency is titled according to the skill it teaches. Competency numbers place the competencies in chronological order within each subject area (reading, writing, or math). Competencies are loosely ordered by increasing difficulty. Critical thinking skills appear in parenthesis centered below the competency title.

Example: ***1W7 Fill Out a W-4 Form***

CDE Colorado Model Content Standards
The activities accompanying each competency have been carefully designed to meet the CDE Colorado Model Content Standards appropriate to each competency's grade level.

Example: ***CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 3, 4, 5***
This refers to the second reading/writing standard for K-4, the third, fourth, and fifth bullets under that standard.

Related Competencies
Related competencies are those that teach similar skills or focus on similar content. If students are working on a particular area of study, grouping the related competencies can be a great way to create a unit of study.

Example: ***Related Competencies: 1W5***
1W5 Fill out basic health information form (personal information)

Skills Needed
This section briefly lists the academic skills a student needs in order to successfully complete the verification. *If necessary, do preliminary instruction to bring the student up to skill level before attempting to complete a verification.*

Activities (*Cont'd.)*

Example: **SKILLS NEEDED:** This competency requires that students read and follow directions for filling out a form.

Vocabulary

The vocabulary section gives an alphabetical list of important words from the activity that may need preliminary explanation. Some of the words in the list do not directly appear in the activity but are worth knowing because they are pertinent to the competency.

Example: **VOCABULARY: allowances, assigned, certificate, certified, dependent, differs, directions, employer, employee, entitled, excused, exempt, exemptions, government, income, liability, marital status, nonresident alien**

Materials

Items in the materials lists have been selected because they are readily available, inexpensive, and easy to use. You are encouraged to enhance activities by incorporating or substituting materials as necessary. It is recommended that you make flash cards for each activity's vocabulary words; the cards provide an efficient and effective method for practice and review of new vocabulary.

Example: **MATERIALS:** copies of W 4 forms from your local IRS office or copies of the 1W7 sample W 4 form, copies of the practice page, copies of the verification page, vocabulary flash cards

Do not feel obligated to do the activities in *The Resource Guide*; they are simply suggested activities. You may create your own activities and use the teaching methods that work best for you and your students.

The activities are written primarily for a group or classroom situation. **All activities can be modified with minimal effort to be used in one-on-one tutoring, learning labs, or small group situations.** If an activity requires information to be written on the board for a large class, you can substitute a large pad or blank paper for a board. To fit tutor/student situations, the instructor may participate in the activity with the student. In learning labs, copies of practice sheets, materials and written instructions will allow students to work independently.

Verifications

Each activity culminates with a **verification**. The verification is the end product of an activity and proves a student's mastery of a skill. **Verifications are *tests* of a student's knowledge and ability and should only be used for identifying mastery, not for teaching a competency.**

The verifications presented in ***The Resource Guide*** are suggested verifications. **Teachers may create their own verifications as long as they meet or exceed the quality and parameters of the CDE verification.** This means that a teacher-made verification must address the same skills, pertain to the same level, and require similar cognitive abilities as a verification from ***The Resource Guide***.

Often a verification will say "place the students' self-corrected final drafts in their portfolios." **This is to ensure that the student, NOT the teacher, corrects and brings a piece of work into final draft form**. Teachers may point out that an error exists; however, telling a student *exactly* what the error is and how to fix it does not place the responsibility for learning where it should be, *with the student*. Encourage students to be responsible for correcting errors in spelling, punctuation, grammar, and computation, but do not do it for them.

This statement on self-correction does not alter the policy concerning the quality of student work submitted in portfolios. The following statements describe the standards for submitting portfolios for review:

- The work submitted must be the student's best work.
- Especially in writing competency verifications, learners may be allowed to make corrections which they identify and correct themselves.
- The student's work must be equal to the standard of good or excellent described by the ABE Rubrics in order to be included in the portfolio.
- When a student's verification is not acceptable according to the rubrics, re-teaching is necessary.

Some verifications require that a student create a page with diagrams or pictures. **In this case, students should do their drawings and other work on 8.5 x 11 inch paper that has holes for a three ring binder.**

NOTE: Volunteers who have completed training provided by their programs may be authorized to check off and sign a student's verifications. This decision is left entirely to an individual program's policy.

Important Teacher Guidelines

1) Following the chronological order of activities is not required.

Select activities that are inspiring to the students, meet their current needs and/or relate to particular areas that you are teaching. Select lessons according to your teaching plans *and* your students' interests.

2) Using *The Resource Guide* as your primary teaching tool is not recommended.

Use the CASAS, TABE, needs assessments and writing samples to determine the skills your student needs. Teach him the basic skills involved in each area by using the texts, methods and styles you prefer. *Then* use the activities and verifications in ***The Resource Guide*** as a final documentation of skill mastery.

3) Creating activities that differ from those in *The Resource Guide* is acceptable.

If you have a creative teaching idea for any of the competencies, you are encouraged to use it. Remember that the purpose of ***The Resource Guide*** is simply to "guide." Your creativity is encouraged. **The requirement is that the verifications in students' portfolios must be appropriate for the learner's skill level and equivalent to the quality and parameters of the OAE verifications in *The Resource Guide*.** In this way, a consistent high standard can be maintained for the certificate process.

4) Placing the final draft of a verification in a student's portfolio is expected, unless otherwise specified.

Encourage the student to edit his written materials for spelling and grammatical errors. *The student* should be primarily responsible for bringing his drafts into final form. If the teacher corrects a paper or tells the student exactly how to make corrections, it does not support the student in acquiring important proofing and self-correction skills. If it becomes obvious that the student is not successfully using "student self-correction techniques," teachers should go back to teaching the essential skills required to make the corrections, then return to the activities in ***The Resource Guide*** for skills mastery at a later time. When possible, provide students with computer and word processor instruction, and encourage students to type appropriate final drafts using a computer or a typewriter.

Important Teacher Guidelines (Cont'd.)

5) Encourage oral participation with lessons.

Most of the lessons in ***The Resource Guide*** include opportunities for students to participate or share orally. Because the ABE certificate process does not specifically focus on oral language skills, teachers and tutors are encouraged to take advantage of the opportunities for oral language development in each lesson. Having students work in small groups, on the blackboard, or share problem solving steps gives them an opportunity to use and sharpen oral language skills.

6) Meeting the following standards, as identified by the ABE Rubrics, is expected of *all* final drafts.

- Parts of speech and standard English should be used appropriately for the particular certificate level.
- Capitalization, abbreviations and punctuation marks are used appropriately for each certificate level. See ***The Handbook***, page 35 and 36, for the ABE Rubrics.

7) Expanding and updating the resource list is recommended.

At the end of each competency is a list of resources to help you find additional teaching or practice materials. You should by no means consider this to be a master resource list. Each program uses such a wide variety of materials that it would be impossible to include them all. Add your favorite and most effective resources to the list.

E) Tracking Student Progress

Verification Checklist

The verification checklist provides teachers with an effective way to track a student's progress. Review the sample checklist on page 18, or the actual checklist in Section 5 of ***The Resource Guide***. By monitoring the information on the checklist, teachers will be able to tell which competencies need verifications and which subject areas a student needs to complete. By looking at the dates of verifications, teachers can determine the pace at which a student is working. The verification checklist provides an overview of an individual's progress.

Class Tracking Chart

In Section 5 of ***The Resource Guide*** you will find a cross-reference chart that provides an "at-a-glance" overview of your entire class. The chart can help you spot competencies that the majority of your class needs to complete. The Class Tracking Chart makes it easy to choose topics for group instruction because it lets you see the needs of your entire class without having to review each student's verification checklist. Sample Class Tracking Chart:

Student's Name	Verified Competency Numbers				
	1R1	1R2	1R3	1R4	1R5
Jennifer Dixon	✓		✓		✓
Ana Gonzales		✓	✓		✓
Raphael McNight	✓	✓	✓		

NAME COLUMN: Write your students' names in this column.

VERIFIED COMPETENCIES: Check the competencies that each student has verified.

UNVERIFIED COMPETENCIES: Look for the competencies that the majority of students have not verified and use these for group instruction.

In this example, neither Jennifer, Ana nor Raphael have verified 1R4; therefore, 1R4 would be a good choice for a group lesson.

Section 4:

Assembling a Portfolio

Portfolio Cover

A student's work must be submitted in a report portfolio in order for it to be reviewed and evaluated by the Office of Adult Education. All work should be completed on three-holed paper and placed in a three-ring binder or report folder to create a portfolio. Report folders should be sturdy, have a spine down the center to hold three ring paper, and be wide enough to hold a full set of verifications.

All portfolio pages should be securely fastened; loose pages will not be accepted. If teachers create their own verification pages, they must be on standard 8.5 x 11 inch paper and fit into a three ring binder. Pages that are horizontally oriented (longer side at the top: 11 x 8.5 inch) should be secured in the binder at the top of the sheet.

Portfolio Organization

Portfolios should be organized in the same manner as ***The Resource Guide***: arrange all pages sequentially by competency number and subject (reading, writing and math). **Each page should have the following information:**

- Page numbers in the lower right corner of the page
- Student's name and date of completion in the upper left corner of the page
- Competency numbers clearly visible in the upper right corner of the page (Verification pages from ***The Resource Guide*** already have the competency numbers and spaces for students' names at the top. All other verification pages must have the competency numbers written in the upper right corner.)

If a program designs its own verification, it must follow this format:

- Write the student's name and date of verification in the upper left corner of the page.
- Write the competency's number in the upper right corner of the page.
- Write the program's name, teacher's name, and the date the verification was created in the lower right corner of the page above the page number.

NOTE: Please review page 21 in ***The Handbook*** for further information on assembling portfolios.

Portfolio Organization (Cont'd.)

Incomplete portfolios will not be evaluated.

A portfolio must be complete in order to be considered for review. An incomplete portfolio will be returned to the submitting program for completion and/or revision.

When a portfolio is ready for submission, it should have *all* of the following items in this order:

- The application form found on page 34 in ***The Handbook.***
- The student's scored answer sheet from the CASAS or TABE level test and the writing assessment when appropriate.
- The instructor's written description of how student self-correction was taught and mastery evaluated.
- The student's completed verification checklist.
- The completed verifications for each competency not verified by the CASAS or TABE level tests.

Please be sure a portfolio has all of the above components in their listed order before sending it to the Office of Adult Education at the Colorado Department of Education.

Send completed portfolios to:

Colorado Department of Education
Office of Adult Education
201 E Colfax Ave., Room 100
Denver, CO 80203
Voice: 303-866-6609

Section 5:

Verification Checklist
&
Class Tracking Charts

Level 1 Skill Verification Checklist
Adult Basic Education
Student Education Plan

Student Name ______________________ **Program** ______________________

Instructors ____

Methods of Verification

- CASAS Reading Life Skills Test Level A
- CASAS Mathematics Life Skills Test Level A
- TABE 7 Test Level E
- Documented Verifications in Portfolio
- Performance of Competency
- Successful mastery of published material to Level 3.9 with teacher verification

Basic Skills Life Skills		Test Item	Method of Verification	Date & Initial
Reading Life Skills				
1R1	Recognize and Use the Following Parts of Speech: Nouns, Pronouns, Conjunctions, Adjectives, and Verbs			
1R2	Identify Basic Prefixes and Suffixes			
1R3	Interpret Common Abbreviations			
1R4	Interpret and Write Addresses on Letters and Envelopes	CASAS 31R (18,19) CASAS 32R (16,17)		
1R5	Interpret Basic Job Announcements or Ads (Find Details)			
1R6	Interpret and Fill Out a Basic Job Application (Follow Directions)			
1R7	Interpret Simple Warnings, Danger Signs and Symbols (Predict Outcomes)	CASAS 31R (23,24) CASAS 32R (23,24)		

Basic Skills Life Skills		Test Item	Method of Verification	Date & Initial
1R8	Interpret Basic Workplace Safety Signs			
1R9	Interpret and Follow Directions on Basic Signs and Directories	CASAS 31R (5,12,13) CASAS 32R (4,20,21) TABE 7 E Reading (3,4)		
1R10	Recognize and Use Signs Relating to Transportation (Interpret Cause and Effect)	CASAS 31R (2,12,13) CASAS 32R (3,20,21)		
1R11	Identify Dates (Days of the Week, Months of the Year) and Interpret Calendar Months and Days	CASAS 31R (16,17) CASAS 32R (9,10) TABE 7 E Applied Math (21)		
1R12	Interpret Information to Make or Keep Medical Appointments	CASAS 31R (8) CASAS 32R (8)		
1R13	Use Telephone Directory to Locate Information (Find Details)			
1R14	List Emergency Numbers and Identify Procedures for Placing Emergency Calls (Follow a Sequence)			
1R15	Interpret Basic Information Regarding Illness, Symptoms and Doctor's Instructions (Follow Directions)			
1R16	Interpret Single Legend Maps and Request and Clarify Directions			
1R17	Interpret Product Labels (Clothing, Appliances, etc.) and Give and Follow Directions			
1R18	Interpret Basic Information and Follow Basic Directions on Food Package Labels (Contents, Preparation, Cost)			
1R19	Interpret Information on Advertisements, Labels, or Charts to Select Goods (Compare and Contrast)	TABE 7 E Applied Math (4,5,6,7,8,9,10)		
1R20	Read, Comprehend, Compare, and Respond to Fictional Works from Various Ethnic Backgrounds, such as Poems, Folk Tales, Legends, Myths, Plays, and Stories (Compare and Contrast)			

Basic Skills Life Skills		Test Item	Method of Verification	Date & Initial
Writing Life Skills				
1W1	Endorse a Check			
1W2	Write the Numbers 1-100 in Words			
1W3	Make Notations on Calendars Regarding Events and Appointments (Draw Conclusion)			
1W4	Write Four Types of Sentences: Declarative, Imperative, Interrogative, and Exclamatory			
1W5	Write a Basic Telephone Message: Name, Number, and Time Called (Make Inferences)			
1W6	Write Basic Notes (To Employer, Landlord, Child's Teacher)	TABE 7 E Reading (11-14,20-25)		
1W7	Fill Out a W-4 Form			
1W8	Fill Out Basic Health Information Form (Personal Information)			
1W9	Write a Solution to a Functional Problem (Follow a Sequence, Summarize)			
Mathematics Life Skills				
1M1	Add, Subtract, Multiply and Divide Whole Numbers	TABE 7 E Math Computation (1-15) TABE 7 E Applied Math (1,9,10,12,14)		
1M2	Round Off to Nearest Whole Number and Estimate Reasonable Answers			

Basic Skills Life Skills		Test Item	Method of Verification	Date & Initial
1M3	Interpret Clock Time	CASAS 31R (1) CASAS 32R (1) CASAS 31M (1,11) CASAS 32M (1,11)		
1M4	Convert Coins and Currency	CASAS 31R (4,21) CASAS 32R (2,19) CASAS 31M (13,16,17,18) CASAS 32M (15,16,17,18,19)		
1M5	Compute Cost, Total Amount, and Change	CASAS 31R (4,21) CASAS 32R (2,19) CASAS 31M (13,16,17,18) CASAS 32M (15,16,17,18,19) TABE 7 E Applied Math (6,8,9,10,19)		
1M6	Use Coin Operated Machines	CASAS 31M (2,9,12) CASAS 32M (2,9,12)		
1M7	Compute Transportation Fares			
1M8	Identify Wages and Deductions on Paycheck Stub	CASAS 31M (23,24)		
1M9	Read a Ruler to a Quarter of an Inch			
1M10	Interpret Basic Charts (Compare and Contrast)	CASAS 31M (10,14,15,23,24) CASAS 32M (10,13,14,21,22) TABE 7 E Applied Math (4,7-10,15-17,21)		

	Basic Skills Life Skills	Test Item	Method of Verification	Date & Initial

Level 1 Class Tracking Chart

Students' Names	Reading Competencies Verified																			
	1R1	1R2	1R3	1R4	1R5	1R6	1R7	1R8	1R9	1R10	1R11	1R12	1R13	1R14	1R15	1R16	1R17	1R18	1R19	1R20
1)																				
2)																				
3)																				
4)																				
5)																				
6)																				
7)																				
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11)																				
12)																				
13)																				
14)																				
15)																				
16)																				
17)																				
18)																				

Level 1 Class Tracking Chart

Students' Names	Writing and Math Competencies Verified																		
	1W1	1W2	1W3	1W4	1W5	1W6	1W7	1W8	1W9	1M1	1M2	1M3	1M4	1M5	1M6	1M7	1M8	1M9	1M10
1)																			
2)																			
3)																			
4)																			
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15)																			
16)																			
17)																			
18)																			

Section 6:

Index of Competencies

Level 1 Index of Competencies

READING

1R1	Recognize and Use the Following Parts of Speech: Nouns, Pronouns, Conjunctions, Adjectives, and Verbs
1R2	Identify Basic Prefixes and Suffixes
1R3	Interpret Common Abbreviations
1R4	Interpret and Write Addresses on Letters and Envelopes
1R5*	Interpret Basic Job Announcements or Ads (Find Details)
1R6	Interpret and Fill Out a Basic Job Application (Follow Directions)
1R7*	Interpret Simple Warnings, Danger Signs and Symbols (Predict Outcomes)
1R8	Interpret Basic Workplace Safety Signs
1R9	Interpret and Follow Directions on Basic Signs and Directories
1R10	Recognize and Use Signs Relating to Transportation (Interpret Cause and Effect)
1R11	Identify Dates (Days of the Week, Months of the Year) and Interpret Calendar Months and Days
1R12	Interpret Information to Make or Keep Medical Appointments
1R13*	Use Telephone Directory to Locate Information (Find Details)
1R14	List Emergency Numbers and Identify Procedures for Placing Emergency Calls (Follow a Sequence)
1R15*	Interpret Basic Information Regarding Illness, Symptoms, and Doctor's Instructions (Follow Directions)
1R16*	Interpret Single Legend Maps and Request and Clarify Directions
1R17	Interpret Product Labels (Clothing, Appliances, etc.) and Give and Follow Directions
1R18	Interpret Basic Information and Follow Basic Directions on Food Package Labels (Contents, Preparation, Cost)
1R19	Interpret Information on Advertisements, Labels, or Charts to Select Goods (Compare and Contrast)
1R20*	Read, Comprehend, Compare, and Respond to Fictional Works from Various Ethnic Backgrounds, such as Poems, Folk Tales, Legends, Myths, Plays, and Stories (Compare and Contrast)

* Signifies that a competency has **both** Reading and Writing components and will be evaluated for both areas.

Level 1 Index of Competencies

WRITING

1W1	Endorse a Check
1W2	Write the Numbers 1-100 in Words
1W3	Make Notations on Calendars Regarding Events and Appointments (Draw Conclusion)
1W4	Write Four Types of Sentences: Declarative, Imperative, Interrogative, and Exclamatory
1W5	Write a Basic Telephone Message: Name, Number, and Time Called (Make Inferences)
1W6	Write Basic Notes (To Employer, Landlord, Child's Teacher)
1W7	Fill Out a W-4 Form
1W8	Fill Out a Basic Health Information Form (Personal Information)
1W9	Write a Solution to a Functional Problem (Follow a Sequence, Summarize)

MATH

1M1	Add, Subtract, Multiply and Divide Whole Numbers
1M2	Round Off to Nearest Whole Number and Estimate Reasonable Answers
1M3**	Interpret Clock Time
1M4	Convert Coins and Currency
1M5	Compute Cost, Total Amount, and Change
1M6	Use Coin Operated Machines
1M7	Compute Transportation Fares
1M8	Identify Wages and Deductions on Paycheck Stub
1M9	Read a Ruler to a Quarter of an Inch
1M10	Interpret Basic Charts (Compare and Contrast)

** Signifies that a competency has **both** Reading and Math components and will be evaluated for both areas.

Level 1

Reading

Competencies

Colorado Department of Education
K-8 Standards Index
for
Level 1 ABE Reading

ABE Competency	CDE Standard
1R1	CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R2	CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R3	CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R4	CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 5 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullet 3 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R5	CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1 CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R6	CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1 CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3,4 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R7	CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1 CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4 Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R8	CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R9	CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1 CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4 Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R10	CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1 CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R11	CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 2, 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
1R12	CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3 CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4 CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 6 CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Colorado Department of Education
K-8 Standards Index Cont'd.
for
Level 1 ABE Reading

ABE Competency	CDE Standard
1R13	*CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1* *CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6* *CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullets 1, 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1R14	*CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1R15	*CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1* *CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 6* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1R16	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1R17	*CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1* *CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1R18	*CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1* *CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1R19	*CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1* *CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6* *CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1R20	*CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1* *CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1,2,3,4,5* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 1,2,3,4,5,6* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullets 1,2,4*

1R1

Recognize and Use the Following Parts of Speech: Nouns, Pronouns, Verbs, Conjunctions, Adjectives

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R2, 1W4, 1W5

SKILLS NEEDED: This competency requires that students read and write simple sentences using the basic parts of speech.

VOCABULARY: adjective, conjunction, consonant, circle, dependent clause, future, independent clause, nouns, parts of speech, past, present, pronoun, tense, texture, verb, vowel

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

OPTIONAL: ***Mad-Libs*** puzzles

1R1

STEPS:

NOTE: The following steps are guidelines. Please use the materials and methods of instruction for these concepts that work best for you and your students. This lesson is not designed to be completed in one class meeting; provide ample time for students to practice each concept before moving to the next. Prior to each lesson, it is a good idea to create a list of sample sentences that target each grammar concept.

1) Establish that a complete thought or idea is called a sentence. Sentences are made up of words and each word in a sentence does a special job. These jobs can be referred to as **the seven basic parts of speech:** ***nouns***, ***pronouns***, ***verbs***, ***conjunctions***, ***adjectives***, ***adverbs***, and ***prepositions***. This lesson will focus on the five parts of speech needed to write a basic sentence.

2) In a sentence, some words do the job of ***nouns***. ***Nouns*** are the names of people, places, animals, and objects (things).

Specific names of people or places (or animals), must always begin with capital letters; these are called ***proper nouns***.

Examples: Tom Cruise: T and C must be capitalized
Colorado, Mexico: C and M must be capitalized
Benji: B must be capitalized

Nouns that name objects, or categories of people or animals, begin with lower case letters (unless they are at the beginning of a sentence); these are called ***common nouns***.

Examples: dog, grass, glass, telephone, doctor, apple, pen, stove, child, policeman, computer

HINT: If the words *the*, *a*, or *an* make sense directly in front of a word, the word is usually a noun. Note that this guideline does not work for nouns that are names of people or places. You can place the word *an* in front of nouns that begin with vowels: a, e, i, o, u and sometimes y. Place the word *a* in front of words that begin with consonants; the other letters of the alphabet.

Examples: a child, the tree, a box, the sea, an egg, an ant, an insect

Note that *an* is used in front of words beginning with a silent *h*: an hour, an honor.

1R1

Write a few sample sentences on the board and ask students to point out the proper nouns and the common nouns. Ask students to create sentences for you to write on the board and have them point out the nouns in their sentences. Hand out copies of the Nouns Practice Page and ask students to complete the exercises. Have students share their answers before moving to step 3.

3) In a sentence, some words do the job of ***pronouns***. ***Pronouns*** are words that take the place of nouns.

Example: Jim went to ***Jim's*** house and ***Jim*** played with ***Jim's*** dog.
Instead of using the noun ***Jim***, you can use the pronouns ***his*** and ***he***.
Jim went to ***his*** house and ***he*** played with ***his*** dog.

Write the list of pronouns on the board:

I	**he**	**she**	**it**	**you**	**we**	**they**
me	**him**	**her**	**its**	**your**	**our**	**them**
my	**his**	**hers**		**yours**	**ours**	**their**
mine					**us**	**theirs**

Write a few sample sentences on the board and ask students to point out the pronouns. Ask students to create sentences for you to write on the board and have them point out the pronouns in their sentences. Hand out copies of the Pronouns Practice Page and ask students to complete the exercises. Have students share their answers before moving to step 4.

4) In a sentence, some words do the job of ***verbs***. ***Verbs*** are words that represent action or a state of being.

Examples: Action verbs: play, eat, mix, swing, dance, jump, drive, smile, run, go, move, cry, throw, breathe

Examples: Being verbs: is, am, are, was, were

Verbs have ***tense***, which designates when the action takes place:

Present tense: the action is occurring now
Past tense: the action has already occurred
Future tense: the action will occur in the future

1R1

Use a chart like the one below to demonstrate verb tense.

Present	Past	Future
Today I ***walk***.	Yesterday I ***walked***.	Tomorrow I ***will walk***.
Now I ***swim***.	Two days ago I ***swam***.	Next week I ***will swim***.
Today I ***play***.	Last year I ***played***.	Next season I ***will play***.

Sometimes verbs cannot be used alone and need the addition of a ***helping verb***. For example, the future tense of verbs usually requires the addition of the helping verb ***will***. There are twenty-two helping verbs, nine of which are called ***modals*** and are never used as main verbs: can, shall, should, could, will, would, may, might, must. The other helping verbs are: has, have, had, do, does, did, am is, are, were, be, being, been.

HINT: Usually a word representing something that can be done is a verb. Note that words ending in *ing* which represent the present continuing tense, can also be used as adjectives e.g.: an exciting movie. Also, let students know that there are verbs which may sometimes be used as nouns e.g.: a leap, a run, a grin.

Write a few sample sentences on the board and ask students to point out the verbs, the helping verbs, and determine the verb tense. Ask students to create sentences for you to write on the board and have them point out the verbs in their sentences. Hand out copies of the Verbs Practice Page and ask students to complete the exercises. Have students share their answers before moving to step 5.

5) In a sentence, some words do the job of ***conjunctions***. ***Conjunctions*** are connecting words. They join words, phrases, clauses, and sentences.

Examples: Joining words:
I would like onions, green pepper ***and*** extra cheese.
Joining phrases:
I would like a pizza for my lunch ***or*** for my dinner.
Joining clauses:
When it is cold ***and*** when it is snowing, I like to stay home and read a book.
Joining sentences:
I enjoy playing in the rain, ***but*** I do not enjoy playing in the snow.

1R1

NOTE: A ***clause*** is a group of related words containing a noun or pronoun, and a verb. ***Independent clauses*** make sense as sentences on their own: "I wore a thick sweater." ***Dependent clauses*** are not complete by themselves: "because the evening was chilly." Dependent clauses use conjunctions and/or punctuation to connect them with independent clauses in order to be complete: "I wore a thick sweater ***because*** the evening was chilly."

The most common conjunctions are: and, but, or, nor, for, yet, so, because, therefore, and however. If a conjunction joins two complete sentences, a comma is used before the conjunction.

Example: The fish jumped into the air, ***and*** it caught a fly in its mouth.

When using a conjunction to join a sentence with a phrase, do not use a comma before the conjunction.

Example: The fish jumped into the air ***but*** missed the fly.

Write a few sample sentences on the board and ask students to point out the conjunctions. Ask students to create sentences for you to write on the board and have them point out the conjunctions in their sentences. Hand out copies of the Conjunctions Practice Page and ask students to complete the exercises. Have students share their answers before moving to step 6.

6) In a sentence, some words do the job of ***adjectives***. ***Adjectives*** are words that modify a noun. If a word gives information about the color, size, shape, taste, texture, smell or other qualities and characteristics of a noun, then that word is an adjective. An adjective is usually written in front of the noun it modifies.

Examples: I ate a ***yellow*** jellybean.
You live on a ***bumpy*** road.
Jill wears ***sweet*** perfume.

Adjectives can also appear after forms of the verb such as *be*.

Examples: My jellybean *is* ***yellow***.
The road *is* ***bumpy***.
Those perfumes *are* ***sweet***.

Note that colors can sometimes be used as nouns instead of adjectives.

Examples: Megan's golf ball landed on the *green*.
Julius bought an *orange*.

1R1

Write a few sample sentences on the board and ask students to point out the adjectives. Ask students to create sentences for you to write on the board and have them point out the adjectives in their sentences. Hand out copies of the Adjectives Practice Page and ask students to complete the exercises. Have students share their answers, and review the previous parts of speech before moving to the verification.

OPTIONAL: ***Mad-Libs*** puzzles are grammar activities that can be used for extra practice with parts of speech. They have sentences printed with the various parts of speech left out, and students write in words to complete the sentences (similar to the verification exercise). ***Mad-Libs*** can be purchased at book stores, or you can create your own level appropriate ***Mad-Libs*** activities.

Example: The ________ ________ ________ down the road.
(adjective) (noun) (verb)

7) **VERIFICATION:** Ask students to complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1R1 Resources

Publisher	Book Title
Contemporary Books, Inc. Department S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**English Connections (Book 1)**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Starting to Read**
Phoenix Learning Resources Inc. 2345 Chaffee Rd. St. Louis, MO 63146 1-800-221-1274	**Acquiring Language Skills**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015	**Language Exercises (Level B)** **Real Life English (Books 1 and 2)**

1R1 Nouns Practice Page *(Not for verification)*

1) Circle all the nouns in the box.

run
grape
slowly
pen
Michael Jackson
floor
Atlanta
purple
sky
long
sit
air
chair
frog
Estes Park
look
mat
Main St.
red
light
hard
dollar
spin
sheep

2) Put "A" or "AN" with the correct words. Example: A fish

a) ___ apple
b) ___ car
c) ___ pig
d) ___ igloo
e) ___ elf
f) ___ glass
g) ___ ape
h) ___ TV

3) Fill in each blank with a noun.

a) The ____________________ ran to the ________________________.
b) My __________________________ is in the house.
c) An __________________ ate the ___________________that I put outside.
d) There was a ____________________ in the ______________________.
e) A _________ named __________________ lives next door.
f) Two ______________________ came to visit.
g) The _________________________ gave me an ______________________.
h) I saw a ________________________ at the ______________________.
i) My friend got an_______________________ yesterday.
j) We put our____________________ on the _______________________.

4) Write two sentences and circle the nouns in each sentence.

a) ____
____

b) ____
____

1R1 Pronouns Practice Page *(Not for verification)*

1) Circle all the pronouns in the box.

him
ask
you
Tom
look
I
lift
my
have
it
rope
hers
that
their
gift
our
skip
his
her
take
we
open
them
hip

2) Circle the correct pronoun.

a) Kim put (me, her, he) shoes in (me, her, she) backpack.

b) The class wrote in (it, them, their) notebooks.

c) My dog ate (me, we, his) food in (it, we, his) house.

d) The people clapped for the actress because (they, she, his) was (they, she, their) favorite.

e) The little girl skipped as (her, she) played (she, her) favorite game.

f) The birds flew from (they, their) nest when (it, they) felt the tree shake.

3) Put a pronoun in each blank space.

a) Ruby likes ________ new dress.

b) The police keep ______________ town safe.

c) My brother plays _________ drum.

d) The man told _______ not to walk on the grass.

e) _____ lost ____ pen so ___ wrote with ___ pencil.

f) Our teacher told _____ the answer.

g) The boys were loud so _____ asked ___________ to be quiet.

4) Write two sentences and circle the pronouns in each sentence.

a) ____

____

b) ____

____

1R1 Verbs Practice Page *(Not for verification)*

1) Circle all the verbs in the box.

sit
blue
go
slow
dark
I
top
paint
color
grape
stand
drink
stool
slide
June
look
bat
bench
drop
deep
twist
open
ask
play

2) Fill in the correct tense for each verb.

Present	***Past***	***Future***
play		
	sat	
		will go
jump		
	moved	
		will eat
lift		

3) Put a verb in each blank space.

a) I ____________________ at my house.

b) The dogs ____________________ the shoes left out on the floor.

c) My brother ____________________ a new car yesterday.

d) A strong wind ________________ the trees.

e) Jeff ________________ a new shirt every day.

4) Write two sentences and circle the verbs in each sentence.

a) ____

____

b) ____

____

1R1 Conjunctions Practice Page *(Not for verification)*

1) Circle all the conjunctions in the box.

so
because
quietly
for
light
yet
under
loudly
nor
gently
however
hard
slowly
tear
sweetly
and
softly
or
green
but
big
openly
therefore
quickly

2) Fill in each blank with a conjunction. Choose conjunctions from the box above; some may be used more than once.

a) Ming drank a glass of juice ________ ate a piece of cake.
b) The dishes arrived ________ some of them were broken.
c) I went to the zoo, ________ it was closed.
d) Many children go to Water World in the summer ________ the slides are fun.
e) Winter is one of my favorite seasons; ________, I enjoy the springtime as well.
f) Manuel studied auto mechanics for many years; ________, he knows a lot about cars.
g) Mi Soon was not going to tell how much she spent, ________ she was willing to say where she went shopping.
h) The housekeeper forgot to turn on the lights, ________ the guests sat in the dark.
i) I like to jog by the lake, ________ jogging by a river is also nice.
j) The rain has been falling for two days; ________ it is muddy outside.
k) Put the butter, ________ the sugar, ________ the milk in the bowl.
l) Because of the ice ________ the slippery roads, school was canceled.
m) You could lower the price ________ show me a cheaper brand, ________ I would still not spend my money.

1R1 Adjectives Practice Page *(Not for verification)*

1) Circle all the adjectives in the box.

red	go	tall	talk
throw	smooth	lift	long
round	Fred	sweet	mouse
tip	gold	see	flat
dark	thin	spill	ant
you	cold	pretty	quickly

2) Place an adjective from the box with each noun. Example: big fish

a) ________________ pie
b) ________________ frog
c) ________________ person
d) ________________ house
e) ________________ rainbow
f) ________________ book
g) ________________ truck
h) ________________ town

3) Fill in each blank with an adjective. Do not use adjectives from the box above.

a) The ________________ cat ran under a bed.
b) A ______________ man sat in the shop.
c) My ______________ sister saw a ________________ bird.
d) The police asked about a ____________ boy with a ___________ shirt.
e) Six ________________ trees grew by a ______________ stream.
f) At the end of the street is a __________________ house.
g) Mom made a ______________ and ______________ cake.
h) I ate a ______________ grape from a ______________ salad.
i) We put the ________________ bags into the trash.
j) Mrs. Sanchez wore a ________________ dress to the meeting.

4) Write two sentences and circle the adjectives in each sentence.

a) ____
____
b) ____
____

1R1 Parts of Speech Verification Page

Name:____________________ **Date:** __/__/__

1) Circle the nouns and underline the pronouns in each sentence.

a) My house has red doors and it has yellow windows.
b) Your cats were in the big tree in their yard.
c) The children ate their desert at our cabin.
d) The boy ran to his mom and she gave him a hug.
e) We went to a park with our grandparents and they took pictures of us.

2) Put a noun, an adjective, and a verb in the blank spaces.

a) Mia ____________ a ____________ ____________ at the park.
(verb) (adjective) (noun)

b) The ____________ ____________ ____________ down the road.
(adjective) (noun) (verb)

c) Four ____________ ____________ ____________ at the pool.
(adjective) (noun) (verb)

d) The ____________ ____________ ____________ in the box.
(adjective) (noun) (verb)

e) I ____________ a ____________ ____________ for dinner.
(verb) (adjective) (noun)

3) Write four sentences. Each sentence should have a noun, a pronoun, a verb, a conjunction, and an adjective.

a) ____

____

b) ____

____

c) ____

____

d) ____

____

1R2

Identify Basic Prefixes and Suffixes

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R1, 1W4, 1W9

SKILLS NEEDED: This competency requires that students write complete sentences using multi-syllable words, and understand the following parts of speech: nouns, verbs, adjectives, adverbs.

VOCABULARY: adjective, adverb, noun, prefix, parts of speech, root word, suffix, syllable, verb

MATERIALS: large note cards, copies of the practice pages, copies of the verification page, vocabulary flashcards

1R2

STEPS:

NOTE: Students must understand four parts of speech: nouns, verbs, adjectives (1R1), and adverbs before they can understand the use of prefixes and suffixes. This lesson is not designed to be completed in one class meeting.

1) If necessary, review the parts of speech with your class using the information from 1R1.

2) Establish that ***prefixes*** are syllables (small groups of letters) that are placed at the beginning of a word to change its meaning. The word after the prefix is called the **root word**.

Examples: The prefix ***un*** means ***not***. If you add the prefix ***un*** to the root word **happy**, you get the word ***un*happy**, which means ***not*** happy.
Adding ***un*** to the word **clean** gives you ***un*clean** meaning ***not*** clean.

un + **happy** = ***un*happy**

Prefix ↗ ↖ Root word

3) Draw the following chart on the board and demonstrate the use of each prefix with a root word.

Prefix	Meaning	Examples
ex	former	***ex***-president - former president
dis	not	***dis***appear - to not appear
im	not	***im***possible - not possible
in	not	***in***correct - not correct
un	not	***un***prepared - not prepared
re	do again	***re***read - to read again
pre	before	***pre***pay - to pay before receiving service
post	after or following	***post***test - a test given after instruction
sub	under or beneath	***sub***floor - the floor under the carpet
mis	bad or incorrect	***mis***behave - to behave badly or incorrectly
non	not or without	***non***-stop - without stopping

1R2

4) Ask students to match the prefixes with other root words and tell the meanings. Have them share their answers. Hand out copies of the practice page and ask students to complete the exercise. Review answers before moving to step 6.

5) Introduce the word ***suffix***. Suffixes are syllables added to the end of a root word to change its meaning.

Examples: The suffix ***less*** means without:
Jessica cleaned her room so well, it was spot***less***.

6) Draw the following chart on the board and demonstrate the use of each suffix with a root word.

Suffix	**Meaning**	**Examples**
less	without	sugar***less*** - without sugar
er	more in comparison to something else or	bigg***er*** - having more in comparison to something else
er	names a person who does something	paint***er*** means one who does the action of painting
est	most in comparison to something else	larg***est*** - having the most in comparison with something else
able	able to	chew***able*** - able to be chewed
ful	having much of a certain quality or thing	wonder***ful*** - having much wonder
ish	to act like, be or have the characteristics of	child***ish*** - to act, be like, or have the characteristics of a child

7) Ask students to brainstorm more root words to match with the list of suffixes and write their answers on the board. Hand out copies of the practice page and have students complete the exercise. Review answers before moving to step 9.

8) For more practice, you can play the following game with your class. Write a prefix or suffix on the front of each note card and write its meaning on the back. Divide the class into two teams. Hold up a flash card for both teams to see. The team that correctly tells the syllable's meaning, and joins it with a root word, gets a point.

9) **VERIFICATION:** Complete the verification pages

Place the students' self-corrected verification pages in their portfolios.

1R2 Resources

Publisher	Book Title
Contemporary Books, Inc. Department S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**English Connections (Book 1)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015	**Reading for Today (Book 2 and 3)**

1R2 Prefix Practice Page *(Not for verification)*

Fill in the blank areas in the chart.

Prefix	Meaning	Example
ex		
	not	
in		
	not or without	
pre		
	do again	
post		
	under or beneath	
im		
	bad or incorrect	
dis		

1R2 Suffix Practice Page *(Not for verification)*

Fill in the blank areas in the chart.

Suffix	Meaning	Example
er		
	most in comparison to something else	
able		
	having much of a certain quality or thing	
less		
	to act like, be or have the characteristics of	

1R2 Verification Page 1

Name:______________________ **Date:** __/__/__

Circle the correct prefix for each root word, then fill in the blank. The first one has been done for you.

1)

Prefixes				Root word
[✓ in]	im	non	dis	**complete**

My homework was incomplete.

2)

Prefixes				Root word
in	post	non	dis	**stick**

The burned rice wiped easily off the pot because the pot had a __________________ surface.

3)

Prefixes				Root word
in	post	im	ex	**possible**

The police said it was __________________ for a dog to jump over a 15 ft. fence.

4)

Prefixes				Root word
in	im	un	dis	**tie**

There was a knot in my shoelace that I could not __________________.

5)

Prefixes				Root word
pre	post	non	un	**show**

We watched the __________________ show before the Super Bowl.

6)

Prefixes				Root word
re	post	pre	dis	**play**

We watched the __________________ of the touchdown on TV.

7)

Prefixes				Root word
in	re	un	im	**satisfied**

I was __________________ with the slow service at the restaurant.

1R2 Verification Page 2

Name:________________________ **Date:** __/__/__

Circle the correct suffix for each root word, then fill in the blank. The first one has been done for you.

1)

Root word	Suffixes			
train	less	ful	[✓ er]	ish

Susan is a great dog trainer.

2)

Root word	Suffixes			
color	ish	able	er	ful

I used red, yellow, and blue pens to draw a _________________ picture.

3)

Root word	Suffixes			
play	er	able	less	ful

I scratched my CD when it fell, and now it is not _________________.

4)

Root word	Suffixes			
fool	er	able	less	ish

Get serious and stop the _________________ behavior.

5)

Root word	Suffixes			
sugar	ish	ful	less	er

The candy was healthy because it was _________________.

6)

Root word	Suffixes			
slow	ful	able	ish	er

My old car was _________________ than my new car.

7)

Root word	Suffixes			
big	ish	er	able	ful

My dad blew more air into the ball to make it _________________.

1R3

Interpret Common Abbreviations

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies:* *1R5, 1R6, 1R11, 1R18, 1R19, 1W3, 1W5

SKILLS NEEDED: This competency requires that students decipher abbreviations and write them in expanded form.

VOCABULARY: **abbreviation, extended, expand**

MATERIALS: note cards, newspapers, copies of the practice page, copies of the verification page, vocabulary flash cards

1R3

STEPS:

1) Establish that an abbreviation is the shortened version of a word or group of words. Abbreviations are used in writing to save time or use less space. Some abbreviations are shortened forms of the original word or words; others use the first letters of the original word or words. Most abbreviations are written with a period at the end.

Examples: **apt.** is the abbreviation for the word apartment
in. is the abbreviation for inch
PT is the abbreviation for part-time

2) Using the 1R3 Common Abbreviations list (next page) write each of the abbreviations, without their meanings, on flash cards. On the chalkboard, write the abbreviations with their meanings. Be sure to demonstrate a few abbreviations for names of states. Note that for addresses, states are abbreviated using two capital letters.

Examples: CO: Colorado, AZ: Arizona, CA: California

When not writing addresses state names should be abbreviated using the three or four letter abbreviation.

Examples: Nev.: Nevada, Colo.: Colorado, Calif.: California

Add other pertinent abbreviations to the list.

3) Discuss the meaning of each abbreviation, then hold up the flash cards and ask students to identify each abbreviation. Repeat this until students become familiar with the meanings. Have students browse through newspapers to find abbreviations and ask them to give the meanings.

4) Distribute copies of the practice page and have students complete the questions. Review answers before moving to the verification.

5) VERIFICATION: Complete the verification page.

Place the students' self-corrected final drafts of the verification page in their portfolios.

1R3 Common Abbreviations List

Addresses		Want Ads		Measurements		Days of the Week		Other
Ave.	Avenue	**apt.**	apartment	**ft.**	feet	**Mon.**	Monday	
CO	Colorado	**bet.**	between	**gal.**	gallon	**Tue.**	Tuesday	
Hwy.	Highway	**bfts.**	benefits	**in.**	inch	**Wed.**	Wednesday	
P.O.	Post Office	**EOE**	equal opportunity employer	**lb.**	pound	**Thur.**	Thursday	
Rd.	Road	**eve.**	evenings	**lg.**	large	**Fri.**	Friday	
St.	Street	**exp.**	experience	**med.**	medium	**Sat.**	Saturday	
N	north	**FT** (F/T)	full time	**oz.**	ounces	**Sun.**	Sunday	
S	south	**hrly.**	hourly	**sm.**	small			
E	east	**hr.**	hour	**qt.**	quart			
W	west	**hrs.**	hours					
		min.	minimum	**Miscellaneous**		**Months of the Year**		
Note: Cardinal directions are abbreviated as capitals when they precede a street in an address. E.g.: 201 E Colfax Ave.		**nec.**	necessary	**A.M. / a.m.**	morning	**Jan.**	January	
		perm.	permanent	**Co.**	company	**Feb.**	February	
		PT (P/T)	part time	**D.D.S.**	doctor of dental science (dentist)	**Mar.**	March	
		sal.	salary	**dept.**	department	**Apr.**	April	
		temp.	temporary	**e.g.**	example	**May**	May (no change)	
		wk.	week /work	**M.D.**	medical doctor	**Jun.**	June	
				no.	number	**Jul.**	July	
				P.M. / p.m.	afternoon	**Aug.**	August	
				St.	saint (St. John etc.)	**Sept.**	September	
				tele.	telephone	**Oct.**	October	
						Nov.	November	
						Dec.	December	

1R3 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Working in English (Book 2)**
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**Literacy in Lifeskills (Book 1)**
Heinle and Heinle Book Distribution Center 7625 Empire Dr. Florence, KY 41042 1-800-354-9706	**Literacy in Lifeskills (Book 1)**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**First Words** **Starting to Read**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Access: Fundamentals of Literacy and Communication** **Basic Adult Survival English (Book 2)** **Survival English (Books 1 and 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015	**Real Life English (Books 1, 2 and 3)** **Entry to English (Books 2 and 3)**

1R3 Practice *(Not for verification)*

Fill in the blank spaces in the chart.

Abbreviation	Meaning (expanded form)
oz.	
	Colorado
lg.	
	avenue
dept.	
	pound
tele.	
	full time
exp.	
	medical doctor
rd.	
	feet
E.O.E.	
	experience
no.	
	south
apt.	

1R3 Verification

Name: ______________________ **Date:** __/__/__

Fill in the blank spaces in the chart.

Abbreviation	Meaning (expanded form)
ft.	
	highway
lb.	
	number
Feb.	
	Thursday
Co.	
	hour
gal.	

Complete the sentences by writing the expanded form of the abbreviation.

1) Next month I will visit my friend in ________________. (AZ)
2) I put one ________________ of gas into my car. (gal.)
3) Mary put one ____________ of honey in her tea. (oz.)
4) Joy's job was ______________ and paid $6.75 an ________. (PT, hr.)
5) I drove ______________ on Stout ______________. (W, St.)
6) Mindy got a ______________ job in the kid's ________________ at the store. (FT, dept.)
7) The dog waited outside the ______________ for its owner. (P.O.)
8) Akim's birthday is in the cold month of ______________. (Jan.)
9) Danielle works for a large __________________ in the city. (Co.)
10) We ordered a ____________ drink because we were very thirsty. (lg.)

1R4

Interpret and Write Addresses on Letters and Envelopes

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related competencies: 1R3, 1R12, 1W5, 1W6, 1W8

SKILLS NEEDED: This competency requires that students have legible handwriting.

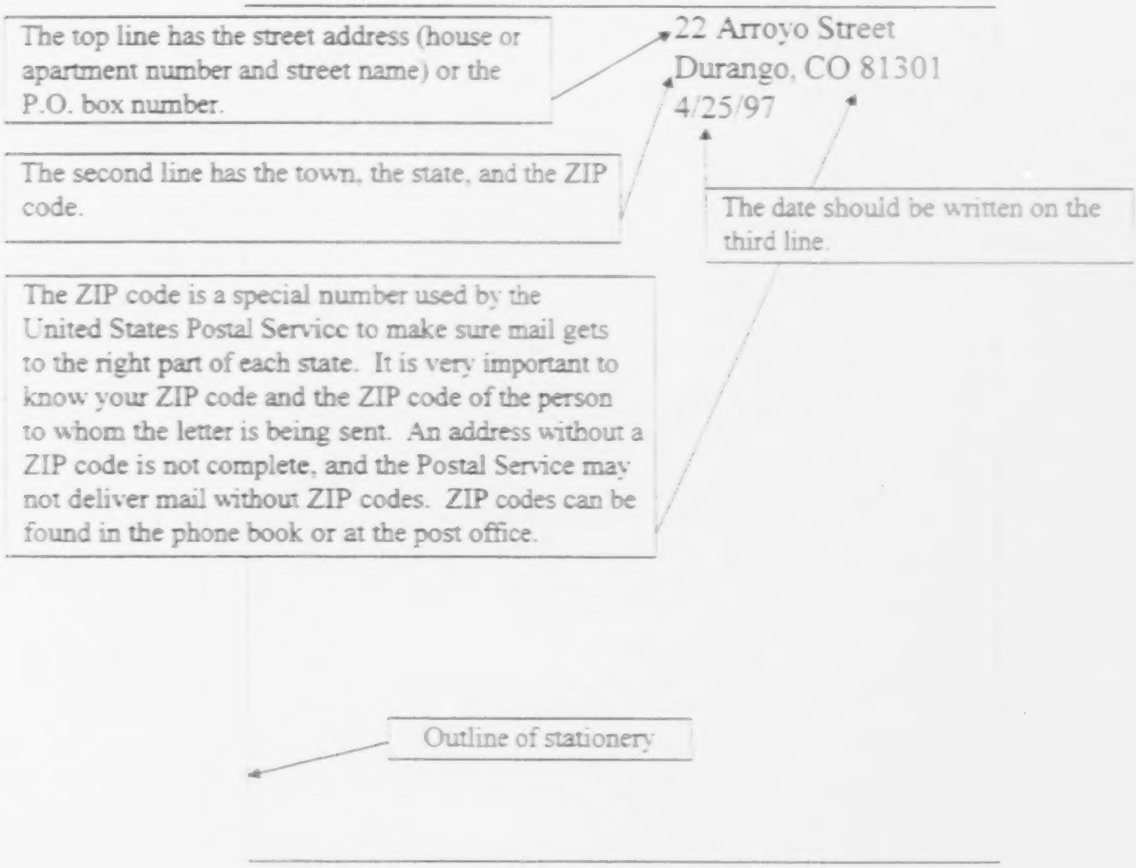
VOCABULARY: correspondence, destination, envelope, return address, ZIP code, stationary, sender, receiver

MATERIALS: blank scratch paper, blank envelopes, and vocabulary flash cards

1R4

STEPS:

1) Draw the outline of a piece of stationery on the board. Demonstrate the correct form for the ***return address***. The return address is the address of the person sending the letter. The address must have: a street number and name or a P.O. box number, city or town, state's abbreviation and ZIP code. The address is often aligned with the right hand margin at the top of the letter's first page. NOTE: The following form is for friendly letters.



The top line has the street address (house or apartment number and street name) or the P.O. box number.

22 Arroyo Street
Durango, CO 81301
4/25/97

The second line has the town, the state, and the ZIP code.

The date should be written on the third line.

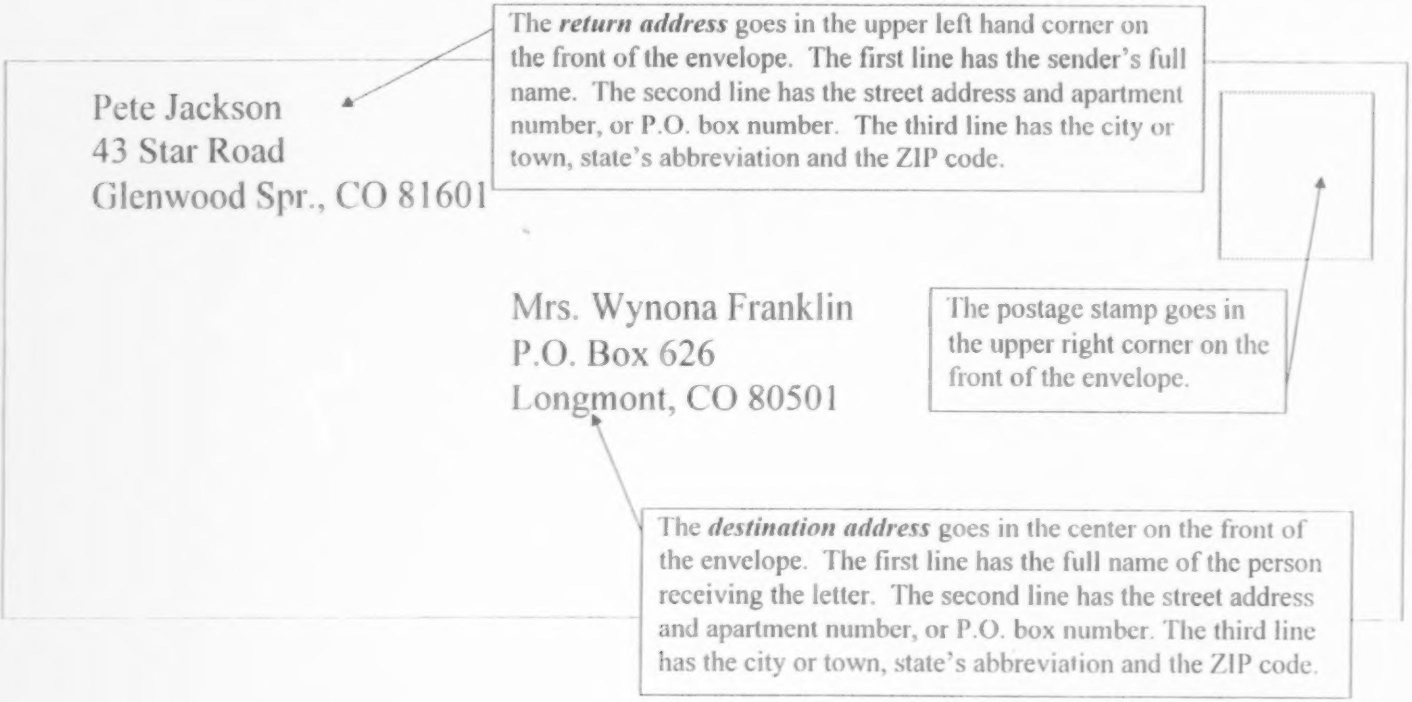
The ZIP code is a special number used by the United States Postal Service to make sure mail gets to the right part of each state. It is very important to know your ZIP code and the ZIP code of the person to whom the letter is being sent. An address without a ZIP code is not complete, and the Postal Service may not deliver mail without ZIP codes. ZIP codes can be found in the phone book or at the post office.

Outline of stationery

2) Hand out pieces of the scratch paper and ask students to write their addresses in the correct place. Walk around the class and check students' work before moving to the next step.

1R4

3) Draw a sample envelope on the board. Demonstrate the correct form and location for the addresses.



Pete Jackson
43 Star Road
Glenwood Spr., CO 81601

The ***return address*** goes in the upper left hand corner on the front of the envelope. The first line has the sender's full name. The second line has the street address and apartment number, or P.O. box number. The third line has the city or town, state's abbreviation and the ZIP code.

Mrs. Wynona Franklin
P.O. Box 626
Longmont, CO 80501

The postage stamp goes in the upper right corner on the front of the envelope.

The ***destination address*** goes in the center on the front of the envelope. The first line has the full name of the person receiving the letter. The second line has the street address and apartment number, or P.O. box number. The third line has the city or town, state's abbreviation and the ZIP code.

1R4

4) **Hand** out blank envelopes and ask students to address them to a friend or family member, or you may create a list of names and addresses for students to use for practice. Hand out copies of the practice page and ask students to complete the exercise. Have students share their answers before doing the verification.

> **OPTIONAL:** Have students write and send a letter to a teacher or staff member so that they can receive an actual response in the mail.

5) **VERIFICATION:** Ask students to complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1R4 Resources

Publisher	Book Title
Heinle and Heinle Book Distribution Center 7625 Empire Dr. Florence, KY 41042 1-800-354-9706	**Literacy in Lifeskills (Book 1)**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**First Words**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Messages, Invitations, and Letters** **Punctuation** **Survival English (Books 1 and 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 2)**

1R4 Practice Page 1 *(Not for verification)*

1) The following letter is being sent by April Davis, who lives at 3001 Cherry Lane in Trinidad, Colorado. Her zip code is 81082. Write the address on the appropriate lines below, and use today's date.

2) Why do you have to write your ZIP code in your address?

____

3) What is April's street address?

____

1R4 Practice Page 2 *(Not for verification)*

The following envelope is being mailed by Will Smith. His P.O. Box number is 499 and he lives in the town of Idaho Springs, Colorado. The ZIP code is 80452.

The envelope is being mailed to Trent Walker. Trent lives at 12 Town Avenue, in the city of Denver, Colorado 80215.

Address the envelope below. Include the addresses of both the sender and the receiver.

Postage
stamp goes
here

Draw an envelope on the back of this page and address it with the following information:

Jasper Cole lives in Craig, Colorado, 81625. He lives at 333 Royal Drive. He is sending a letter to Ginny Patrick who lives in Brooklyn, New York, at 12 Olive Road. The ZIP for Brooklyn is 11236.

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Colorado Department of Education

1R4 Verification

Name:______________________ Date: __/__/__

Use the information in the shaded area to fill out the address for the person receiving the envelope. Use your address or your school's address as the sender's address.

81321 Julie Sween 1345 Main St. CO Cortez

Postage stamp goes here

1) The sender's name is: ________________________

2) The receiver's name is: ________________________

3) The sender's hometown is: ______________________

4) The receiver's street address is: ____________________________

5) What is the ZIP code for Cortez? ________________

6) **Use** the sender's address to fill out the return address on the upper part of the letter below. Use today's date.

1R5

Interpret Basic Job Announcements or Ads (Find Details)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R3, 1R6, 1W3

SKILLS NEEDED: This competency requires that students read and comprehend information from a newspaper and decipher abbreviations.

VOCABULARY: abbreviation, apply, information, inquire, minimum, permanent, position, résumé, temporary

MATERIALS: the job ads section of your local paper, postings or flyers for local jobs, pencils, blank 8.5 x 11 inch sheets or 3x5 inch note cards, vocabulary flash cards

1R5

STEPS:

1) Write the following job posting on the board (or write the ad on a piece of poster board prior to class):

WANTED

Cashiers and Wait Staff
At Jim's Country Grill

F/T and P/T shifts

Great sal. and bfts.

Fill out an app. and make an appt.

Talk to Pat in the eve.

We are an EOE.

2) Read the ad to the class. Point out and discuss the abbreviations. Explain that job announcements and ads, especially those in the paper, usually contain abbreviations. Abbreviations are shortened forms of words. Let students know that understanding the abbreviations can help them understand information in a job ad such as the type of job being offered and whether or not it will fit their needs and abilities.

3) Write the following list of abbreviations on the board (or hand out copies of the list). Define and discuss each abbreviation. Point out that some abbreviations have more than one form e.g.: P/T and PT both mean ***part time***.

1R5 Job Ad Abbreviations List

aft.	after
appt.	appointment
app.	application
ass't.	assistant
bet.	between
bfts.	benefits
clrk.	clerk
dept.	department
dr. lic.	driver's license
EOE	equal opportunity employer
exp.	experience
eve.	evenings
FT (F/T)	full-time
hrly.	hourly
hrs.	hours
hskpr.	housekeeper
mgr.	manager
min.	minimum
nec.	necessary
PT (P/T)	part-time
recp't.	receptionist
ref. req.	references required
sal.	salary
secy.	secretary
suprvr.	supervisor
temp.	temporary
wk.	week / work
wkly.	weekly
yrs.	years

1R5

4) Write each abbreviation on a note card (you may want to prepare this before class). Display each card and ask students to identify it. Repeat this so students become familiar with the meanings of each abbreviation. Students could also pass around and identify the cards in pairs or small groups. Distribute copies of two or three different want ads from your local paper. Read a want ad and demonstrate how to expand the abbreviations so that the ad makes sense. Ask for volunteers to read an ad to the class and expand all the abbreviations.

5) Hand out copies of the practice page and ask students to work in small groups to create a job ad using at least five abbreviations. The ads could also be created on pieces of mini-poster board. Have each group share their ad with the class.

6) VERIFICATION: Complete the verification page.

Place the students' self-corrected final verification pages in their portfolios.

1R5 Resources

Publisher	Book Title
Contemporary Books, Inc. Department S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Working in English (Book 2)**
Prentice Hall / Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Here to Stay in the USA** **English Spoken Here: Getting Started** **Survival English (Books 1 and 2)** **Access Fundamentals of Literacy and Communication** **Basic Adult Survival English (Book 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 2)**

1R5 Practice *(Not for verification)*

Create an ad or a posting for a job. You must include at least five abbreviations.

Write the expanded form of each abbreviation.

Abbreviation	Expanded Form
1)	
2)	
3)	
4)	
5)	

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1R5 Verification Page 1

Name:______________________ **Date:** __/__/__

Use the sample ads on the next page to answer these questions.

1) Which job asks for a résumé? ______________________________

2) Which jobs are part-time? ______________________________

3) Which job asks for some experience? ______________________________

4) Which jobs are full-time? ______________________________

5) Which job asks for references? ______________________________

6) Which job has morning and evening shifts? ______________________________

7) Where would you go to apply for the housekeeper's job? ______________________________

8) Which jobs must you call to find how to get there? ______________________________

9) Which job requires a driver's license? ______________________________

10) **Which** jobs are for permanent positions? ______________________________

1R5 Verification Page 2

Name:______________________ **Date:** __/__/__

F/T child care needed. Good hrly. pay. Must be mature and ref. req. Call for appt. 456-7890	**Cooks and bussers** for F/T, P/T. No exp. Apply in person at The Loft Grill 613 Oak St. Craig. Also perm. position bfts. and good pay.	**Cashier needed** P/T aft. 4 pm. Work in kid's dept. at clothing shop. Could become perm. Call 255-4777
PT Recp't. with growing Co. Mon.-Thurs. 2-7p.m., Fri.8 - 11am. Good phone skills needed. Will train for other tasks. $6.50 start. Could become FT. Résumé: Box 235 Meeker CO. 87685	**Perm. position** at flower shop, with good sal. and bfts. Bet. 30 - 40 hrs. per wk. Will train. Queen Bee Flower Shop 43 W. Main.	**Carriers for local routes.** Good PT income. Must have reliable transportation. Morning and evening shifts avail. Will train. Call for more info. The Mountain Post. 238-1009
Hskpr. Days Inn needed for 30 hrs. per wk. Some exp. pref'd. Apply in person. 312 Top Dr. Ask for mgr.	**Pizza delivery** Must have dr.lic. Work in eve. No exp. nec. Bring dr.lic. to 201 Dahlia. Call 344-4000 for more info.	**Teacher's helper** wanted at Pee Wee's Nursery School. P/T 20 hrs. wkly. Call 232-1115 for an appt.

100

1R6

Interpret and Fill Out a Basic Job Application (Follow Directions)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R4, 1R5, 1R12, 1R14, 1W7, 1W8

SKILLS NEEDED: This competency requires that students write legibly and follow directions for filling out forms.

VOCABULARY: acquainted, application, apply, chronological, column, dismissal, education, eligibility, employer, employee, emergency, initials, location, notify, physical, position, qualifications, recent, references, salary, signature, skills, Social Security Number (SSN)

MATERIALS: copies of teacher created job applications or applications from local sources (stores, businesses etc.), or copies of the practice pages, copies of the verification page, vocabulary flash cards

1R6

STEPS:

1) Write the following vocabulary words on the board:

acquainted	apply	education	emergency	employer	employee
location	physical	position	references	signature	Social Security No.

Define and discuss each word with your students. Hand out the vocabulary practice page and have students complete the exercise. Check all answers before moving to step 2.

2) Hand out copies of the sample job application and the accompanying explanations. Discuss the explanations as students work on each section of the sample application. Encourage students to fill in *all* information *clearly*, as a sloppy and incomplete application can undermine their chances of being hired. Once the sample applications have been filled out, review each section to ensure that students have entered the information correctly.

3) VERIFICATION: Have students complete the following independently:

A) Fill out the verification application.
B) Answer the questions on the verification page.

Place the completed verification pages in students' portfolios.

1R6 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbooks 1 and 2**
Heinle and Heinle Book Distribution Center 7625 Empire Dr. Florence, KY 41042 1-800-354-9706	**Literacy in Lifeskills (Book 1)**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Starting to Read**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Here to Stay in the U.S.A.** **English Spoken Here: Getting Started** **Basic Adult Survival English (Book 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 1)**

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1R6 Sample Application Page 1 *(Not for verification)*

Personal Information

1) DATE: ____________________

2) Name: ____________________ ____________________ __________
Last First Middle Initial

3) Address: ____________________ ____________________ __________ __________
Street City State ZIP

4) Phone: (   ) ____________________ Social Security Number: ______-____-______

5) Are you 18 years or older? ☐ YES ☐ NO

6) Place Of Birth: ____________________ ____________________ ____________________
Town State or Province Country

7) US Citizen: ☐ YES ☐ NO

These are the directions for each line in the sample section above.

1) Print today's date.

2) Print your last name, first name, and the initial of your middle name.

3) Print your present address including your ZIP code.

4) Print the phone number where you can be reached. The area code goes inside the parentheses (   ).

5) Check the correct box for your age.

6) Print the name of the town, state or province, and country where you were born.

7) Check the correct box for your citizenship. If you were born in the US you are automatically a US citizen.

1R6 Sample Application Page 2 *(Not for verification)*

8) Former Employers

Please begin with your most recent employer.

From	To	Employer Name	Employer Address and Phone	Position	Reason For Leaving

9) If you are currently employed, may we contact your employer? ☐ YES ☐ NO

These are the directions for each line in the sample section above.

8) In this section you are to write information in the chart about your last four jobs. In the first row, start with the job you just had or now have. Then list the other jobs you have had in chronological order.

- a) In the first column (**From**), write the date the job began.
- b) In the second column (**To**), write the date the job ended, or write "present" if you still have the job.
- c) In the third column (**Employer Name**), write the name of the company or person you worked for.
- d) In the fourth column, write the **Employer's Address and Phone** number.
- e) In the fifth column (**Position**) write the type of work you did.
  Examples: waitress, painter, mechanic, child care
- f) In the sixth column (**Reason for Leaving**), write the reason you left the job if you no longer work there.

9) Check the yes box if you do not mind if someone calls your current employer to ask about your work ability and skills.

1R6 Sample Application Page 3 *(Not for verification)*

10) Education

Name of School	Location	Years Attended	Did you Graduate?	Subjects Studied
High School		to		
College		to		
Comm. College		to		
Vo Tech		to		

11) Please describe any military service:______________________________

12) Rank attained:______________ Are you currently in the reserves?____________

13) Please list or describe other special training (non-military) :__________________
____

These are the directions for each line in the sample section above.

10) Fill in the chart with information about where you went to school.

a) In the first column (**Name of School**) write the names of the high school, college, community college, or Vo Tech schools you have attended.

b) In the second column (**Location**) write the address of each school. If you do not have the exact addresses, just write the town and the state.

c) In the third column (**Years Attended**) write the year you started and then the year you finished or left.

d) In the fourth column (**Did you Graduate**) write "yes" or "no" for each school. If you received your GED for high school, write "GED."

e) In the fifth column (**Subjects Studied**) write "general" for high school, then write the specific subjects for the other schools.
Examples: teaching, nursing, auto mechanics

11) List any military experience you have had. **Examples:** Army, Navy, Air Force

12) Write the rank you attained (private, captain, sergeant), and "yes" or "no" to being in the reserves.

13) Write any special training you have had. **Examples**: Police Academy, local job training programs.

1R6 Sample Application Page 4 *(Not for verification)*

14) References

Please list three references that may be contacted. These references should not be relatives.

Name and Address	Daytime Phone #	Relationship

14) (Directions for the sample section above) Write the names, full addresses, and phone numbers of three adults who can recommend you as an employee. They should be people who have known you for one year or more and none of these people should be relatives.

Physical Information

15) Are there any physical conditions that would prevent you from performing your job?
☐ YES ☐ NO If yes, please explain.
____

16) In case of emergency please notify:
Name: ____________________ Relationship: ________________
Address: ____
Phone: ____
Work Home

15) (Directions for the sample section above.) Check the correct box and describe any injuries or physical conditions that may affect your work.

16) (Directions for the sample section above.) Write the full contact information for someone who should be reached if something happens to you at work. This information is very important.

1R6 Sample Application Page 5 *(Not for verification)*

Verification Information

I AUTHORIZE INVESTIGATION OF ANY OF THE ABOVE INFORMATION. I UNDERSTAND THAT FALSE INFORMATION CAN CANCEL MY ELIGIBILITY FOR THIS JOB AND CAUSE MY DISMISSAL IF HIRED.

17) Date:__________________ Signature:______________________________

We are an Equal Opportunity Employer, and do not hire on the basis of race, color, sex, religion or national heritage.

17) (Directions for the sample section above.) Write today's date and write your name. By signing this part of the application you are agreeing to these things:

a) This employer can check all the facts on the application form.

b) This employer can check all your references.

c) This employer can fire you (tell you that you no longer have the job) if they find any of the information on the application to be untrue.

108

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Colorado Department of Education

1R6 Vocabulary Practice Page *(Not for verification)*

Use the vocabulary words in the box to fill in the blanks

acquainted	**apply**	**education**	**emergency**	**employer**	**employee**
location	**physical**	**position**	**references**	**signature**	**Social Security No.**

1) ____________________ are people who know me or have worked with me and can say good things about me.

2) ____________________ refers to where I have gone to school and what I have studied.

3) An ____________________ is someone that I work for.

4) If there is an ____________________, then something must be done right a way.

5) The ____________________ I want is the type of job or work that I am asking for.

6) If I ____________________ for a job, that means I am asking for it.

7) ____________________ means place.

8) An ____________________ works for a company or an individual.

9) My ____________________________ is my taxpayer identification number.

10) The word ____________________ refers to my body.

11) My ____________________ is the way I sign my name.

12) If I am ____________________ with someone, it means I know them.

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1R6 Verification Application Page 1

Name:______________________ **Date:** __/__/__

PERSONAL INFORMATION

NAME:____
LAST FIRST MIDDLE SOC. SEC. #

PRESENT ADDRESS:____________________________________
STREET CITY STATE ZIP

PHONE NO.____________________ ARE YOU 18 YRS OR OLDER YES ☐ NO ☐

ARE YOU A U.S. CITIZEN OR LEGALLY PERMITTED TO WORK IN THE U.S.? YES ☐ NO ☐

EMPLOYMENT DESIRED

POSITION:______________________ DATE YOU CAN START:______________

DESIRED SALARY:____________ ARE YOU CURRENTLY EMPLOYED? YES ☐ NO ☐

MAY WE CONTACT YOUR CURRENT EMPLOYER? YES ☐ NO ☐

HOW DID YOU HEAR ABOUT THIS JOB?______________________________

EDUCATION

SCHOOL	NAME AND LOCATION	# OF YEARS	GRADUATE?	SUBJECTS STUDIED
Jr. HIGH SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE VO TECH BUSINESS				

SUBJECTS OF SPECIAL STUDY OR RESEARCH:____________________________

SPECIAL SKILLS:____

____

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1R6 Verification Application Page 2

US MILITARY SERVICE:________________________ RANK:____________________

RESERVES OR NATIONAL GAURD STATUS:___________________________________

FORMER EMPLOYERS

PLEASE LIST YOUR LAST THREE EMPLOYERS STARTING WITH THE LAST ONE FIRST.

MONTH AND YEAR	NAME AND ADDRESS	SALARY	POSITION	REASON FOR LEAVING

REFERENCES

PLEASE GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

IN AN EMERGENCY PLEASE NOTIFY

NAME:______________________DAY PHONE:____________________
ADDRESS:____

I AUTHORIZE INVESTIGATION OF ANY OF THE ABOVE INFORMATION. I UNDERSTAND THAT FALSE INFORMATION CAN CANCEL MY ELIGIBILITY FOR THIS JOB AND CAUSE MY DISSMISSAL IF HIRED.

DATE:_______________ SIGNATURE:____

We are an Equal Opportunity Employer, and do not hire on the basis of race, color, sex, religion or national heritage.

1R7

Interpret Simple Warnings, Danger Signs and Symbols (Predict Outcomes)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R8, 1R9, 1R10, 1R17, 1R19

SKILLS NEEDED: This competency requires that students identify and understand symbols on signs and labels.

VOCABULARY: danger, drain cleaner, emergency, fatal, flame, harmful, hazard, heed, ignore, safety, symbol, warning, weed, zone

MATERIALS: blank 8.5 x 11 inch sheets or large note cards, copies of the practice page, copies of the verification page, vocabulary flash cards

OPTIONAL: construction paper, poster board, glue, scissors, markers, empty bottles or labels from household cleaners and medicine

1R7

STEPS:

1) Prior to class, draw a few warnings on blank sheets or large note cards. Hold them up for the class and establish that they are warning signs. Discuss the word ***warning***. Ask students what the word means to them. Have a few students share their ideas. Establish that a warning can be a symbol, a few words, or a sentence that tells people to be aware and pay attention because there may be danger.

2) Establish a few categories for warnings. On the board, draw this chart:

Street Signs	Building Signs	Medicine Bottles	Cleaning Bottles

Ask students to brainstorm some warnings (symbols, words or statements) that they may find in each of the categories. Draw or write a few examples of warnings in each category.

3) Hand out copies of the practice page and ask students to complete the exercises. Students may work in small groups to complete the activity. Ask students to share their answers before moving to the verification.

OPTIONAL: Have students work in small groups and use the art materials to create warning signs. Each group can then share their warning sign with the class and tell where the sign is found and why it is important to heed the warning. Display the signs on a classroom wall.

4) VERIFICATION: Have students complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

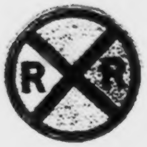
1R7 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Communication Skills That Work (Book 2)** **The Write Stuff** **Writing for a Purpose**
Globe Book Co. P.O. Box 2649 Columbus, OH 43216 1-800-848-9500	**Writing For Life 2 (3rd Edition)**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Let's Work Safely**
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**

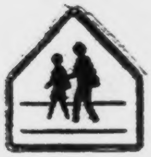
1R7 Practice Page 1 *(Not for verification)*

Draw a line matching the warning sign with its explanation.

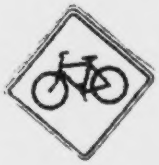
Category of Warnings:____________________



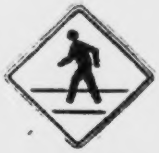
You are approaching a traffic signal



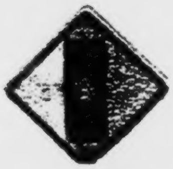
Look out for people crossing the road



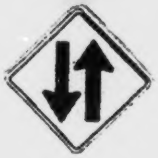
Look out for school children crossing the road



This road has two way traffic



There is a railway crossing ahead



Look out for cyclists

1R7 Practice Page 2 *(Not for verification)*

Draw a line to match the warning with the place it came from.

DANGER: Never spray directly in eyes or face. Never spray near an open flame. Never spray near food. Always use in a well ventilated area. Contents under pressure, do not discard in fire.

WARNING: Harmful or fatal if swallowed. Never mix with other cleaners or bleach. Do not use this to clean food containers. Will irritate skin and eyes; wear gloves when using. Keep out of reach of children.

CAUTION: Never take more than two tablets at a time. Never take more than eight (8) tablets in one day. Do not consume alcohol while taking medication. May cause drowsiness; do not drive or operate machinery while taking this medication.

CAUTION: Do not dry clean. Wash in cold water using gentle cycle. Do not bleach. Tumble dry low or lay flat to dry.

DANGER: Read manual before using. Wear safety glasses. Do not use in rain or near wet areas. Use the proper blade for cutting metals. Do not overheat the motor.

WARNING: This vehicle will handle differently than a passenger car. If you make sharp turns or quick moves it may roll over or go out of control and crash. Read the manual for safe off road-driving tips.

A four wheel drive vehicle

An electric saw

A can of spray paint

A bottle of heavy duty cleaner

A bottle of medicine

A wool sweater

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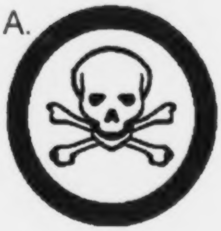
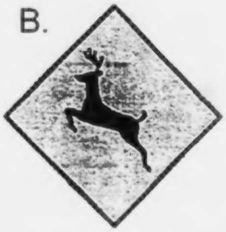
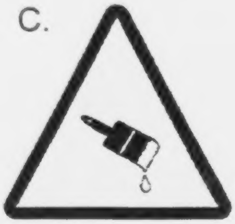
1R7 Verification

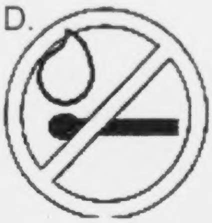
Name:________________________ **Date:** __/__/__

Answer the questions about the following signs.

A.


B.


C.


D.


1) Which sign means "wet paint?" Sign ___ (A, B, C, or D)

2) Which sign means "watch out for deer?" Sign ___

3) Which sign means "poison?" Sign ___

4) Which sign means "no open flame?" Sign ___

5) Which sign would you find on a freshly painted park bench? Sign ___
What could happen if that sign were not there? ____________________
____

6) Which sign would you find on a gas can? Sign ___
What could happen if that sign were not there? ____________________
____

7) Which sign would you find on a bottle of weed killer? Sign ___
What could happen if that sign were ignored? ____________________
____

8) Which sign would you find on a road crossing a park? Sign ___
What could happen if that sign were ignored? ____________________
____

9) Which sign should be on a bottle of drain cleaner? Sign ___
Why? ____

1R8

Interpret Basic Workplace Safety Signs

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies:* *1R7, 1R9, 1R10

SKILLS NEEDED: This competency requires that students recognize and comprehend symbols on signs.

VOCABULARY: **aware, category, caution, danger, forbidden, harmful, hazard, hydraulic jack, microwave, protection, warning, zone**

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

OPTIONAL: construction paper, poster board, glue, scissors, markers

1R8

STEPS:

1) Define and discuss the word ***safety***. Ask students what they think safety means. Establish that the word safety means freedom from danger. Establish that safety signs are symbols, words or statements that warn people and keep them away from potentially harmful situations. Point out that due to the many potential hazards at a job site, it is important to understand on-the-job safety signs.

2) Ask students to tell the class where they work and have students brainstorm other work environments. Write the types of places on the board (restaurants, road work, retail stores, supermarkets, auto repair shops, office buildings etc.). Create a chart similar to this:

Restaurant	Construction	Hotel

3) Using the chart on the board, ask students to brainstorm some ideas for safety signs that would appear in each of the work areas. Have them draw a sign that might be found in each location. Hand out copies of the practice page and have students complete the activity. OPTIONAL: Walk around your school and have students look for areas where safety signs could be placed. Ask students to use the construction paper, poster board and markers to create safety signs for these school areas.

4) VERIFICATION: Hand out copies of the verification page and ask students to complete the exercise.

Place the students' self-corrected final verification exercise in their portfolios.

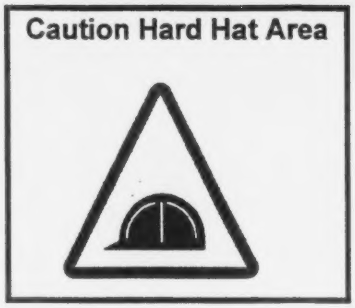
1R8 Resources

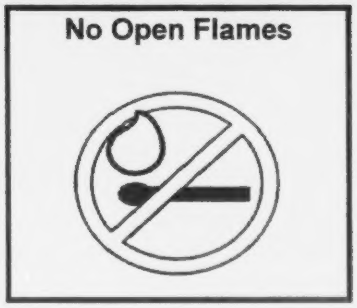
Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Working in English (Book 2)**
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbooks 1 and 2**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Let's Work Safely**
Oxford University Press Order Department 2001 Evans Rd. Carry, NC 27513 1-800-445-9714	**Speaking Up at Work**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Signs and Labels**

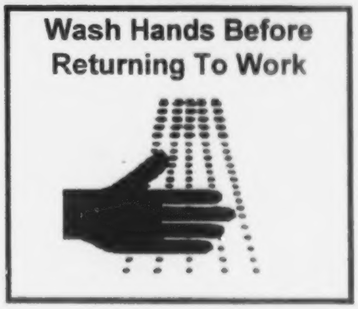
1R8 Practice *(Not for verification)*

Where would each safety sign be found? Choose the correct category of work area from the box and write it under each sign. Not all categories will be used.

Restaurant	Construction	Gas Station	Supermarket
Factory	School	Office building	Auto repair shop


Caution Hard Hat Area

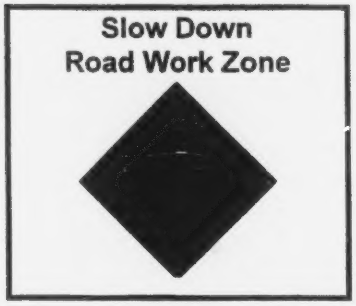

No Open Flames

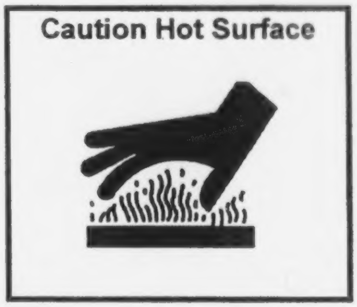

Wash Hands Before Returning To Work

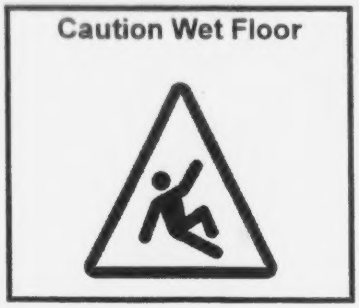
1) ________________

2) ________________

3) ________________


Slow Down
Road Work Zone

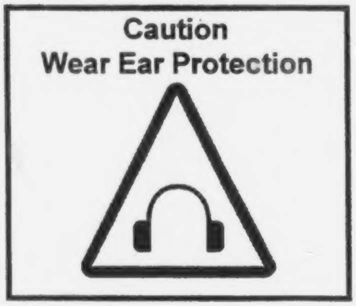

Caution Hot Surface

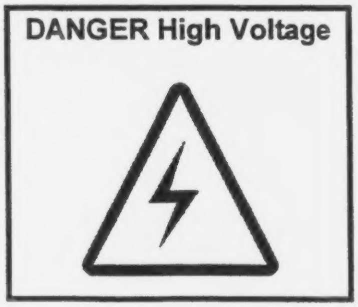

Caution Wet Floor

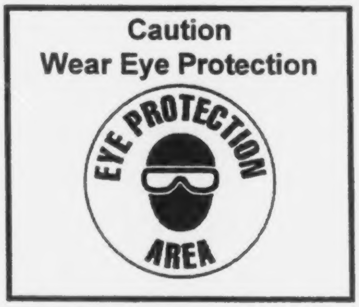
4) ________________

5) ________________

6) ________________


Caution
Wear Ear Protection


DANGER High Voltage


Caution
Wear Eye Protection
EYE PROTECTION
AREA

7) ________________

8) ________________

9) ________________

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1R8 Verification Page 1

Name:______________________ **Date:** __/__/__

Draw a sign or symbol you might find in each job location then answer the questions on the next page.

1) Construction Site	**2) Hotel**
3) Restaurant	**4) School**
5) Factory	**6) Office Building**

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1R8 Verification Page 2

Name:________________________ **Date:** __/__/__

Use the safety signs you drew to answer these questions. Use different answers for each question.

1) Why is this a safety sign for a construction site?

2) Why is this a safety sign for a hotel?

3) Why is this a safety sign for a restaurant?

4) Why is this a safety sign for a school?

5) Why is this a safety sign for a factory?

6) Why is this a safety sign for an office building?

1R9

Interpret and Follow Directions on Basic Signs and Directories

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R7, 1R8, 1R10

SKILLS NEEDED: This competency requires that students identify and understand symbols on signs.

VOCABULARY: business, caution, directory, danger, exit, entrance, fashions, floor plan, hardware, insurance, manager, # (number), office, private, supplies, trespassing

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

OPTIONAL: construction paper, poster board, glue, scissors, markers

1R9

STEPS:

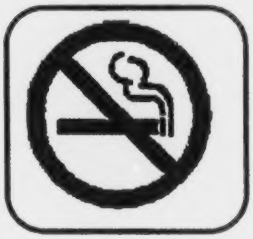
1) Discuss the importance of signs with your students. Establish that signs can be symbols, words or statements that tell people things that they need to know. Signs can tell rules, give directions, and express warnings. Signs can tell people when it is safe to cross a street, to keep out of dangerous areas, and how to get from one place to another.

Examples: This sign tells a rule:

Waiting Room

No Smoking

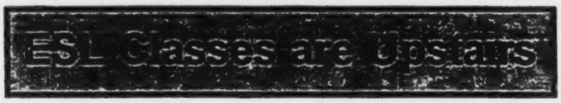
or



This sign tells you what to do:

Please Wait
to
Be Seated

This sign gives directions:



2) Divide your class into groups of four. Ask each group to create three signs: a sign that tells a rule, a sign that tells people what to do, and a sign that gives directions to a location. Then have each group share their signs with the class and tell where the signs would be found. Hang the signs on the classroom wall.

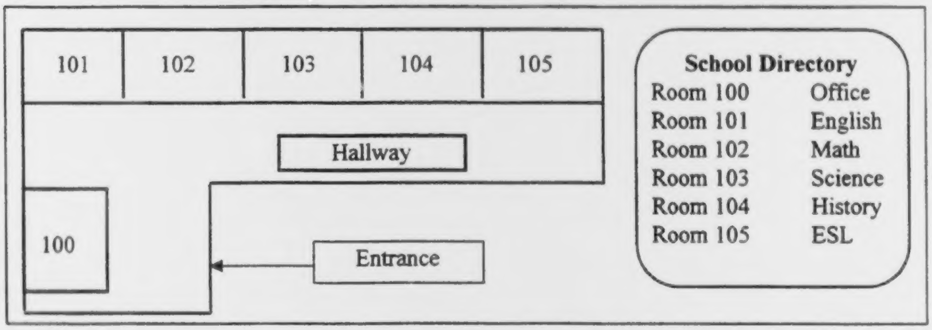
3) Hand out copies of the 1R9 Practice Page 1, and ask students to complete the exercise. Review answers before moving to step 4.

1R9

4) Introduce the word **directory**. Establish that a directory can be a large sign made up of smaller signs. Directories are signs that tell how to get to locations within a building or complex of buildings. A directory is a map of all the rooms in the building or complex. Draw a sample directory on the board (or pre-draw a directory on a piece of poster board).

Let students know that not all directories have building maps; some only have the room numbers and what is located in each room. Also, if a building has more than one floor (level), the room numbers let you know the room's location. For instance: Room 101 would be located on the first floor; Room 205 would be located on the second floor; Room 312 would be located on the third floor, etc.

Example: Sample directory of a school building.



School Directory	
Room 100	Office
Room 101	English
Room 102	Math
Room 103	Science
Room 104	History
Room 105	ESL

5) Demonstrate how to read the directory you have drawn. Ask students to answer questions about it.

Examples: What do people study in Room 103?
In which room would you find a math book?

Hand out copies of the 1R9 Practice Page 2, and ask students to complete the exercise. Review answers before moving to the verification.

6) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

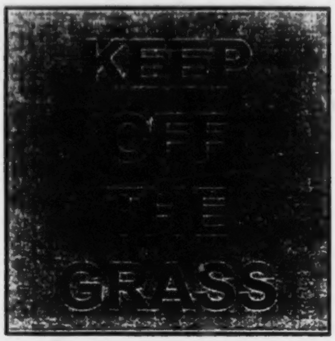
1R9 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Communication Skills That Work (Book 2)** **The Write Stuff** **Writing for a Purpose**
Globe Book Co. P.O. Box 2649 Columbus, OH 43216 1-800-848-9500	**Writing For Life 2 (3rd Edition)**
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 1)** **Reading for Today (Book 4)**

1R9 Practice Page 1 *(Not for verification)*

Draw a line matching the sign with its meaning.

Please Seat Yourself



No Smoking Area

STAIRWAY

Private Property
No Hunting
No Trespassing

Ring Bell For Service

Keep out of this area because it belongs to someone else.

Push a button so that you can get someone to help you.

You do not have to wait for someone to show you to your table.

You are near a stairwell.

Cigarettes are not allowed in this area.

You must not walk or ride a bicycle in this lawn area.

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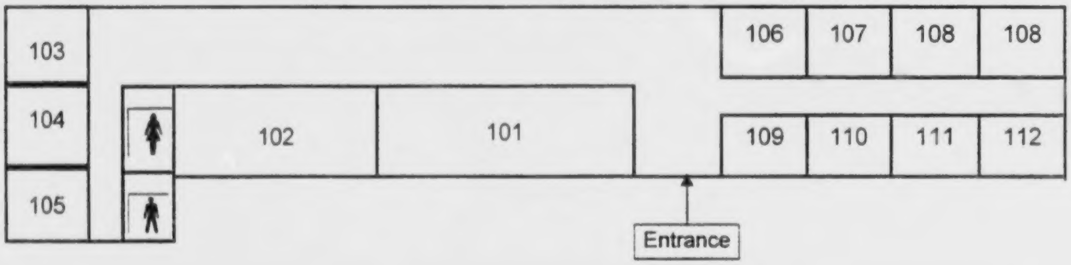
1R9 Practice Page 2 *(Not for verification)*

This is a directory of an office building.



Directory			
101	**Blake's Gift Shop and Deli**	105	**Dr. Sanders DDS**
102	**1st National Bank**	106-7	**Tejada Law Offices**
103	**Anderson Insurance**	108	**Ark Publishers**
104	**Victoria Martin CPA**	109-12	**Drake Business School**

1) There is food for lunch in room # __________.

2) I can cash a check in room # _________.

3) I can take a business class in room # __________.

4) I could get my teeth cleaned in room # __________.

5) A lawyer works in room # _________.

6) An insurance agent works in room # _________.

7) How many floors does this building have? _________

1R9 Verification Page 1

Name:____________________ **Date:** __/__/__

Draw a line to match each sign to its meaning.

EXIT

CAUTION

Please Form A Line

DON'T WALK

WE ARE OPEN

IN

All Visitors Must Sign In Upstairs

[illegible]

This sign is usually on a door and tells you how to open it.

This sign may be at a school or hospital. It tells you where to check in.

This sign is in areas where people need to be careful and look out for danger.

This sign is in a store to let people know when they can come in to buy things.

This sign lets you know where to enter.

This sign is on or over a door. It tells you where to leave.

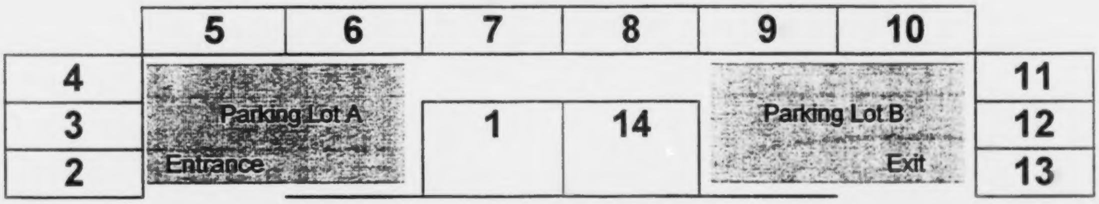
This sign is on a street corner to let you know not to cross the street.

This sign is in a bank or office. It tells you where to wait for service.

1R9 Verification Page 2

Name:______________________ Date: __/__/__

This picture shows a shopping mall directory.



Directory			
Store 1	**Bill's Sport Store**	Store 8	**High Fashions**
Store 2	**Julie's Cards and Gifts**	Store 9	**Super Lanes Bowling**
Store 3	**Manuel's Stereo Shop**	Store 10	**Tom's Hardware**
Store 4	**Sing Song Music Store**	Store 11	**Garden Center**
Store 5	**Happy Pet Supplies**	Store 12	**Office Everything**
Store 6	**Earl's Car Care**	Store 13	**Honey Buns Bakery**
Store 7	**Many Words Book Store**	Store 14	**Play Day Toy Store**

1) Which store sells CD's and Tapes? _______________ Store # ____
2) In which store might you find footballs and basketballs? Store # ____
3) Which store sells dog and cat food? _______________ Store # ____
4) Which store sells radios? _________________________ Store # ____
5) In which store might you find Christmas cards? Store # ____
6) Which store sells teddy bears? ____________________ Store # ____
7) In which store might you find file folders, pencils, and pens? Store # __
8) Which store sells women's dresses? _________________ Store # ____
9) In which store might you find power tools and nails? Store # ____
10) In which store might you find shovels and flower seeds? Store # ____
11) Which parking lot is closer to the bakery? _________________
12) Which parking lot is closer to the sports store? _________________

1R10

Recognize and Use Signs Relating to Transportation (Interpret Cause and Effect)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R7, 1R8, 1R9, 1M7

SKILLS NEEDED: This competency requires that students recognize and comprehend symbols on signs.

VOCABULARY: category, destination, directions, exit, guide, handicapped accessible, hazard, intersection, legal, public, rectangular, regulatory, roadway, route, supposed, transportation, warning, yield

MATERIALS: blank or lined 8.5 x 11 inch sheets, copies of the practice page, crayons or markers, copies of the verification page, vocabulary flash cards

OPTIONAL: construction paper, poster board, glue, scissors, markers

1R10

STEPS:

1) If your students have worked on 1R7, 1R8, or 1R9, they will have had an introduction to the importance of signs as communication tools. Remind students that signs can be symbols, words or statements that give people important information. Transportation signs tell people various things about how, when, and where to use transportation safely and effectively. Transportation signs can help people get to and from their destinations.

2) Define and clarify the word transportation. Establish that transportation is the method used to get from one place to another. Have students cite examples of transportation. Establish the various categories by creating the following chart on the board and write examples of each category.

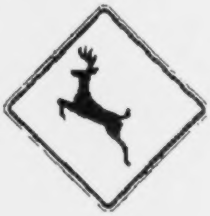
Road (Ground)	Air	Sea
bicycle	helicopter	row boat

Encourage students to cite as many examples as they can for each category.

3) Now discuss the types of signs that are used for transportation. The most common signs are used for roadway transportation. (Air and sea transportation signs are not as common and will not be discussed in this lesson.) Road transportation signs are categorized in this way:

Warning signs: used to alert drivers to certain upcoming hazards or reasons to slow down, usually diamond shaped, yellow and black or orange and black in color. (See 1R7)

Example: This sign means: slow down and look out for deer crossing the road.

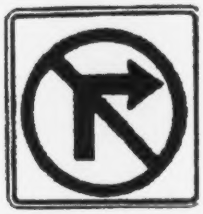


1R10

3) Sign examples (Cont'd.)

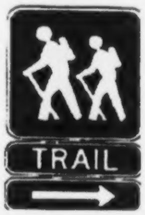
Regulatory signs: used to regulate and control traffic; tells what can and cannot be done on roadways, usually rectangular (except stop and yield signs), primarily black and white (some have red).

Example: This sign means: you cannot make a right turn here.



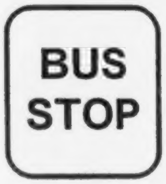
Service and Guide signs: used on highways and major roads to give mileage to towns and cities, point out road directions, point out freeway exits, and signal upcoming recreation areas, mostly rectangular, primarily combinations of green and white, black and white, brown and white, red, white, and blue.

Example: This sign means: you are approaching the entrance to a hiking trail.



4) Their are also signs for helping people to use public transportation. Public transportation includes taxis, busses, and trains. Public transportation signs identify how and where to purchase tickets, how and where to board the vehicle, when and where stops are scheduled and located, and the approximate length of each route. These signs vary in shape and color.

Example: This sign means: this is where to catch a bus.



1R10

5) Review the various categories of road transportation signs and then hand out copies of the practice page and have students complete the exercise. Review answers before doing the verification.

OPTIONAL: Have students work in groups and use the art materials to create a transportation sign. Then ask each group to share their sign with the class. The group should tell the category of the sign, where the sign would be found and why it would be important for the sign to be in its location. Display the signs on a classroom wall.

6) **VERIFICATION:** Have students complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1R10 Resources

Publisher	Book Title
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 3)** **Real Life English (Book 1)** **Signs and Labels** **Reading for Today (Book 4)**

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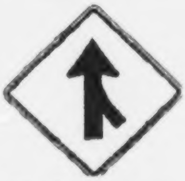
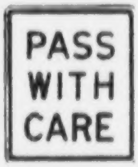
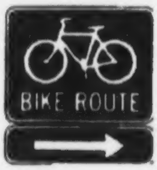
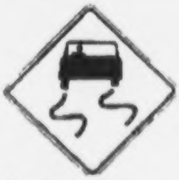
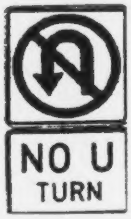
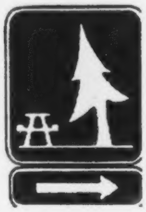
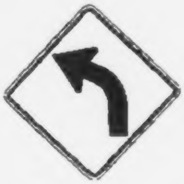
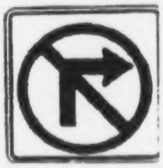
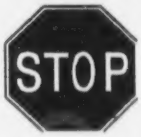
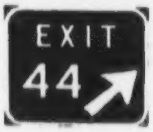
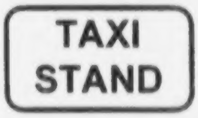
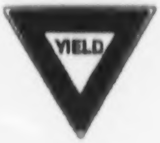
1R10 Practice *(Not for verification)*

Under each sign write its category. Use the list below to help you. Use crayons or markers to color the signs.

Warning **Regulatory** **Service and Guide** **Public Transportation**

 **Category:** ________	 PASS WITH CARE **Category:** ________	 **Category:** ________	 **Category:** ________
 **Category:** ________	 **Category:** ________	 **Category:** ________	 **Category:** ________
 **Category:** ________	 **Category:** ________	 **Category:** ________	 **Category:** ________

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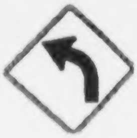
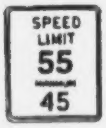
Colorado Department of Education

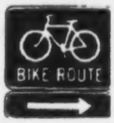
1R10 Verification Page 1

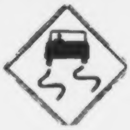
Name:______________________ **Date:** __/__/__

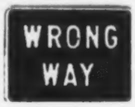
Under each sign, write its meaning using the list on the next page.

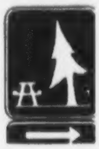
A) 

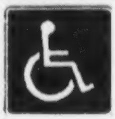
B) 
SPEED
LIMIT
55
45

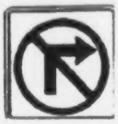
C) 

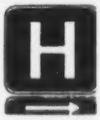
D) 

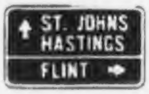
E) 

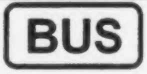
F) 

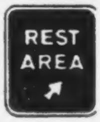
G) 

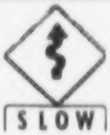
H) 

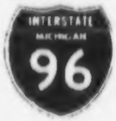
I) 

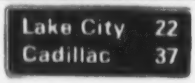
J) 
ST. JOHNS
HASTINGS
FLINT

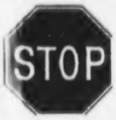
D) 

L) 

M) 

N) 
INTERSTATE
MICHIGAN
96

O) 
Lake City 22
Cadillac 37

P) 

1R10 Verification Page 2

Name:______________________ **Date:** __/__/__

Select a meaning from this list and write it under the correct sign on page 1.

1) the road curves to the left
2) there is a camping area ahead
3) shows a major highway
4) slippery when wet
5) turn right to get to the hospital
6) no right turn
7) bus stop
8) distance to the next towns
9) legal speed
10) handicapped accessible
11) bicycle trail
12) you cannot go this way
13) direction to the next towns
14) rest stop
15) slow down for curves
16) make a complete stop before going

Answer the following questions using signs from page 1.

While driving in town one day, Terry saw sign **H** at an intersection. If he decided to ignore the sign, what could happen?

____

____

____

____

On a rainy day, Melinda saw sign **D** while driving. If she decided to speed up, what could happen?

____

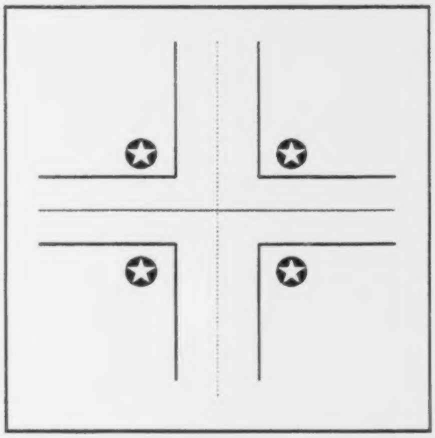
____

____

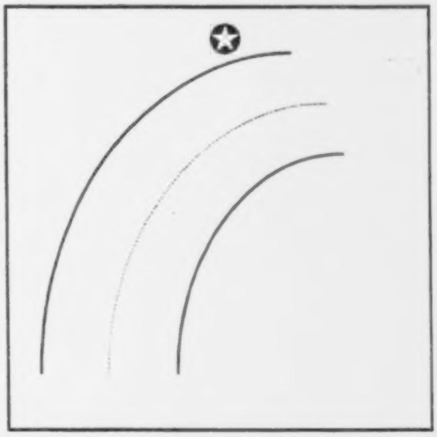
1R10 Verification Page 3

Name:______________________ **Date:** __/__/__

Choose the right sign from page 1 for each situation.



1) The picture above shows a four way intersection. The stars show where the signs should be. What signs should be there? Sign Letter:___
Sign description: ____
(***Hint:*** All four stars represent the same sign.)



2) The picture above shows a curve in the road. The star shows where the sign should be. What sign should be there? Sign Letter:___
Sign description: ____

1R11

Identify Dates (Days of the Week, Months of the Year) and Interpret Calendar Months and Days

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 2, 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies:* *1R3, 1R5, 1R12, 1W3, 1W5

SKILLS NEEDED: This competency requires that students know the days of the week and months of the year.

VOCABULARY: abbreviation, date, calendar, standard

MATERIALS: copies of the practice page, copies of the verification page, examples of various calendars, vocabulary flash cards

OPTIONAL: rulers, markers, pencils, construction paper, scissors, glue, surplus magazines

1R11

STEPS:

1) Define and discuss the word ***date***. Establish that a date refers to a specific point in time on a calendar. A date includes the day in a particular month in a specific year. A date must have the day, month and year in order to be complete.

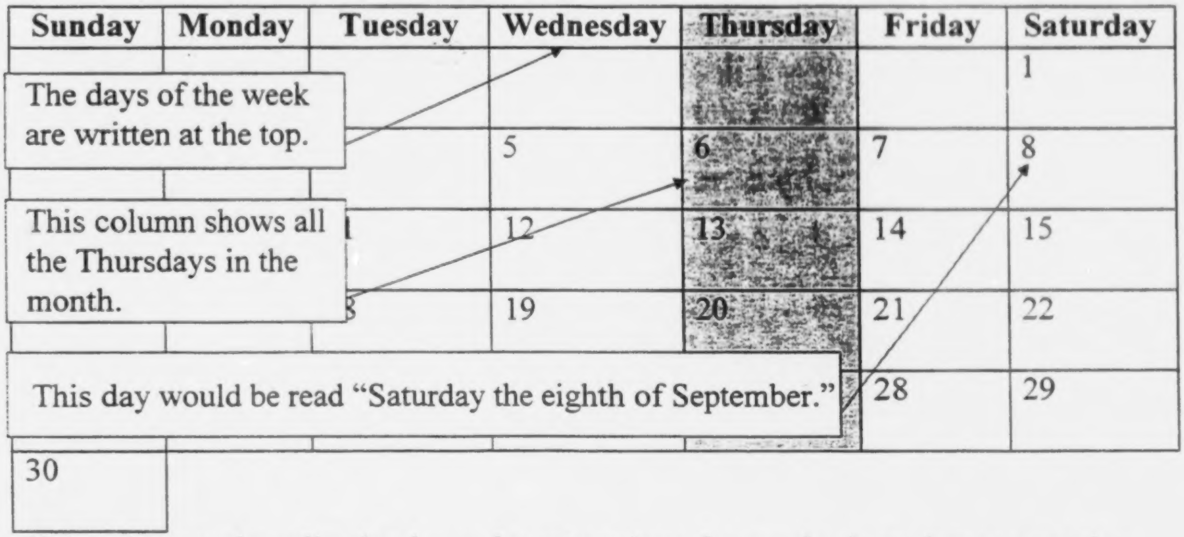
2) Display a wall calendar in front of the class, and discuss the following parts:

a) The seven days of the week: Monday (Mon.), Tuesday (Tues.), Wednesday (Wed.), Thursday (Thurs.), Friday (Fri.), Saturday (Sat.) and Sunday (Sun.).

b) Approximately four weeks or thirty days make-up one month. Draw a calendar month to demonstrate. The days of the month are numbered starting with one, and going up to as much as thirty-one. Use this rhyme to teach the number of days in each month .

30 days has September,
April, June, and November.
All the rest have thirty-one straight,
Except for February's twenty-eight.
(You will need to explain that every four years there is a "leap year," which gives February 29 days.)

This is a typical calendar setup for the month of September.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
			5	6	7	8
			12	13	14	15
			19	20	21	22
					28	29
30						

The days of the week are written at the top.

This column shows all the Thursdays in the month.

This day would be read "Saturday the eighth of September."

Using the sample wall calendar, point out various days and ask students to say the date.

1R11

c) Twelve months make a year on our calendar. The months of the year are:

1) January (Jan.)
2) February (Feb.)
3) March (Mar.)
4) April (Apr.)
5) May (May)
6) June (Jun.)
7) July (Jul.)
8) August (Aug.)
9) September (Sept.)
10) October (Oct.)
11) November (Nov.)
12) December (Dec.)

Our calendar years started with the biblical birth of Christ. So twenty years after Christ was born was the year "20." It has now been one thousand, nine hundred and ninety-seven years since the birth of Christ and so our year is 1997.

3) Establish again that a date must have the month, the day and the year. Demonstrate how to write out dates using the ***standard form***.

Example: September 4, 1997

Practice this a few times with your students by pointing out dates on the wall calendar and having students say and write the dates. Then demonstrate how to write the ***abbreviated form***.

Example: Sept. 4, 1997

Practice this form a few times. Then demonstrate the ***number form***. Explain the meaning of each number.

Example: 9 / 4 / 97

When writing dates in this form, the number of the month comes first. The *9* means September because September is the ninth month.

A forward slash separates each number.

When writing dates in this form, the number of the day is written second. The *4* stands for the fourth day of this month.

When writing dates in this form, the number of the year comes last. The *97* means the year 1997.

Have students practice this form a few times.

1R11

4) Hand out copies of the practice page and have students complete the exercise.

OPTIONAL: Using the art materials and the magazines, have students work in groups to create wall calendars for the classroom. Each group can make a full year calendar, or you can have each group work on a section of months so that the whole year is complete (i.e.: group 1 works on January - May, group 2 works on June - September, etc.).

5) **VERIFICATION:** Have students complete the verification sheets.

Place the students' self-corrected final verification sheets in their portfolios.

1R11 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbook 2**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**First Words**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**English Spoken Here: Getting Started** **Basic Adult Survival English (Book 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 3)**

1R11 Practice *(Not for verification)*

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1) If the month above were June and the year were 1990, write the date for the first day of the month:

a) Standard form: ______________________________

b) Abbreviated form: ____________________

c) Number form: _____/_____/_____

2) If the month above were September and the year were 1996, write the date for the twenty-fifth day of the month:

a) Standard form: ______________________________

b) Abbreviated form: ____________________

c) Number form: _____/_____/_____

3) If the month above were April and the year were 1998, write the date for the tenth day of the month:

a) Standard form: ______________________________

b) Abbreviated form: ____________________

c) Number form: _____/_____/_____

Office of Adult Education
Colorado Department of Education

1R11 Verification Page 1

Name: ______________________ **Date:** __/__/__

Use the grid below to make a month with 31 days. Write the days of the week in the shaded areas. Then use this calendar month to answer the questions on the next page.

Name of Month: ______________________ Year of Month: ________________

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Colorado Department of Education

1R11 Verification Page 2

Name: ______________________ **Date:** __/__/__

Use the month from Verification Page 1 to answer questions 1 and 2.

1) Name of Month: _________________ Year of Month: __________.
Write the date for the first Monday of the month:
a) Standard form: ___________________________________
b) Abbreviated form: ________________________
c) Number form: _____/_____/_____

2) Name of Month: _________________ Year of Month: __________.
Write the date for the tenth day of the month:
a) Standard form: ___________________________________
b) Abbreviated form: ________________________
c) Number form: _____/_____/_____

3) If the month were December of 1996, write the date for the last day of the month.
a) Standard form: ___________________________________
b) Abbreviated form: ________________________
c) Number form: _____/_____/_____

4) Write the date of your birthday.
a) Standard form: ___________________________________
b) Abbreviated form: ________________________
c) Number form: _____/_____/_____

Fill in the blanks for each date.

Standard Form	Abbreviated Form	Number Form
May 5 1996		
	Oct. 9, 1997	
		5/18/94

1R12

Interpret Information to Make or Keep Medical Appointments

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE *Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4*
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 6
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R11, 1R13, 1R15, 1W8, 1M3

SKILLS NEEDED: This competency requires that students read and understand calendar dates and clock times.

VOCABULARY: appointment, doctor, location, medical, pocket planner, receptionist, schedule

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1R12

STEPS:

1) Discuss the following scenario with your students.

> Alysha is not feeling well. She has had a headache and an upset stomach for two days. At night she feels very cold. Alysha called her friend Yvonne, and she recommended that Alysha see a doctor. Alysha has not been to the doctor since she moved to this town. She is not sure what to do.

2) Establish that Alysha needs to make a doctor's appointment. Explain that an appointment is a specific day and time set aside to do something. Because a doctor sees many people, she has to schedule an appointment for each person that she sees so that she can spend enough time with each person. Assist students in establishing the sequence for setting up an appointment.

a) The first step is to choose a doctor by looking in the phone book (1R13), asking friends or family, or calling a local hospital or clinic.

b) When you call the doctor's office, hospital, or clinic, it is a good idea to have a calendar or pocket planner available. (Show students samples of these items, and see 1R11 for calendar practice.) Tell the receptionist at the doctor's office that you would like to make an appointment.

c) The receptionist will probably ask for the following information:

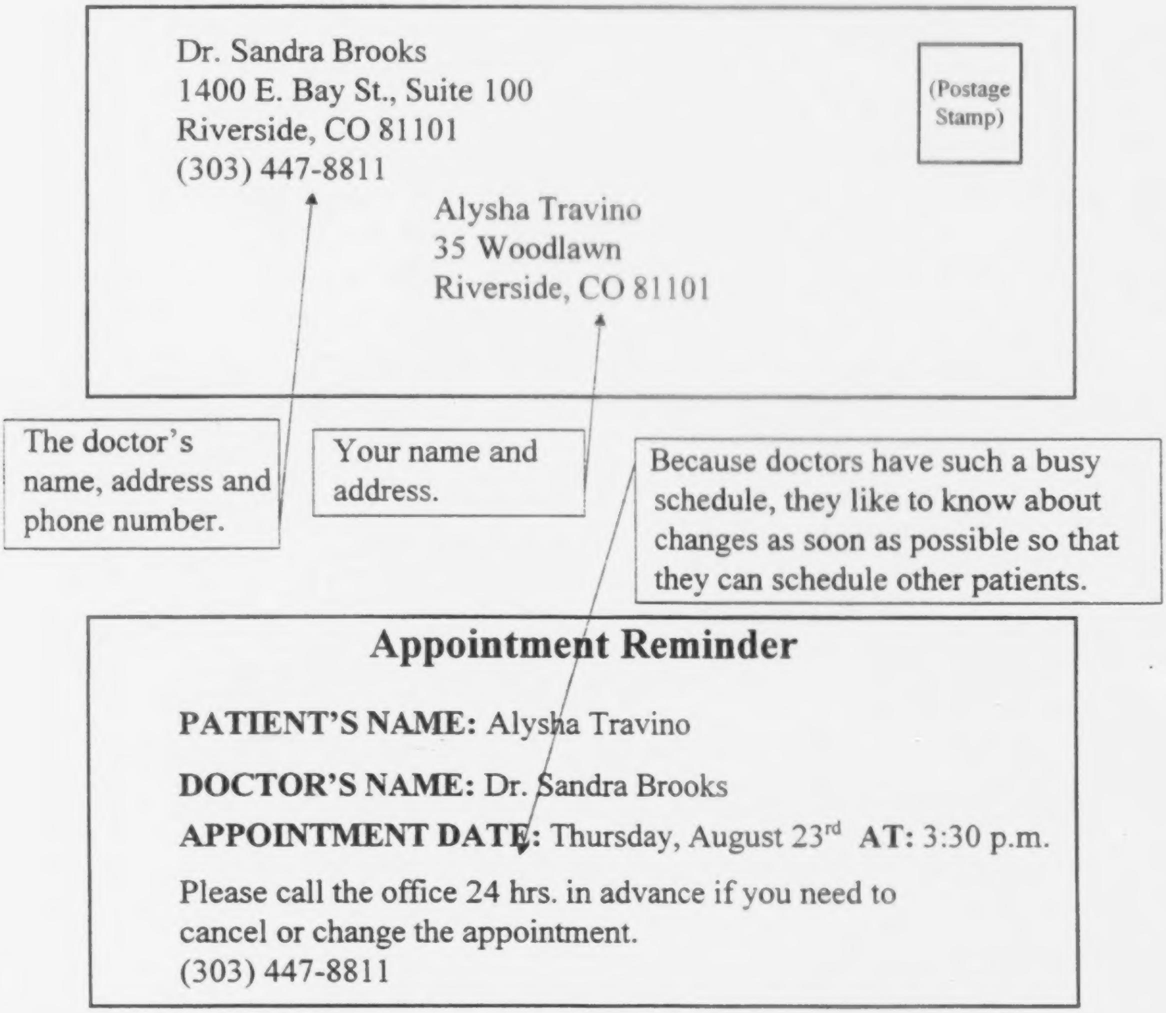
1. Your full name
2. Your address and phone number
3. Why you want to see the doctor

d) Then the receptionist will tell you the appointment times that are available for your visit. Sometimes there are different times available for you to choose, and sometimes the receptionist will tell you the appointment time that is available.

e) Once you have scheduled the appointment, write down the date and time along with the doctor's name and phone number on the calendar or pocket planner. It is also a good idea to make a note for the refrigerator door to help remind you about the appointment. The appointment is now set!

1R12

3) Most doctors' offices will send you a reminder if your appointment is scheduled a few days in advance. The reminder may look like this (front side).



Dr. Sandra Brooks
1400 E. Bay St., Suite 100
Riverside, CO 81101
(303) 447-8811

(Postage Stamp)

Alysha Travino
35 Woodlawn
Riverside, CO 81101

The doctor's name, address and phone number.

Your name and address.

Because doctors have such a busy schedule, they like to know about changes as soon as possible so that they can schedule other patients.

Appointment Reminder

PATIENT'S NAME: Alysha Travino

DOCTOR'S NAME: Dr. Sandra Brooks

APPOINTMENT DATE: Thursday, August 23rd **AT:** 3:30 p.m.

Please call the office 24 hrs. in advance if you need to cancel or change the appointment.
(303) 447-8811

4) Hand out the practice page and ask students to complete the exercise. Review the answers to the practice exercise before moving on to the verification.

5) VERIFICATION: Have students complete the verification page.

Place the students' self-corrected final verification page in their portfolios.

1R12 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbook 2**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**First Words**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**English Spoken Here: Getting Started**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 3)**

1R12 Practice Page 1 *(Not for verification)*

Use the appointment reminder cards to answer the questions.

Dr. Will Jenkins
6 West St.
Montrose, CO 81402
(970) 249-5555

Lucy Verona
43 S.3rd, Apt. #10
Montrose, CO 81402

Appointment Reminder

PATIENT'S NAME: Lucy Verona

DOCTOR'S NAME: Dr. Will Jenkins

APPOINTMENT DATE: Thursday, June 3rd **AT:** 2:30 p.m.

Please call the office one day in advance if you need to cancel or change the appointment.
(970) 249-5555

1) What is the patient's name? ______________________________

2) With whom does she have an appointment? ____________________

3) What is the location of the appointment? ____________________

____

4) What time is the appointment? ______________________________

5) What is the phone number of the doctor's office? _____________

1R12 Practice Page 2 *(Not for verification)*

June 1998

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1) Write a reminder note for an appointment with Dr. Jan Potter on 6/7/98 at 2:00 p.m. Her phone number is 313-4513.

2) Make a note on the calendar to remind yourself about an appointment on 6/20/98 at 8:30 a.m. for the dentist.

3) Make a reminder note on the calendar about a doctor's appointment with Dr. Tom Deans, 440-0044, on 6/11/98 at 12:15 p.m.

1R12 Verification Page 1

Name:________________________ **Date:** __/__/__

You have a doctor's appointment with Dr. Julius Drake, on July 5th, 1997, at 10:00 a.m. Dr. Drake's phone number is (970) 247-8881.

1) Write three things a doctor's office would want to know about you when you schedule an appointment.

A) ____

B) ____

C) ____

2) Write yourself a refrigerator reminder note about the appointment.

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Colorado Department of Education

1R12 Verification Page 2

Name:________________________ **Date:** __/__/__

September 1996

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1) Make a note on the calendar to remind yourself about an appointment on 9/17/96 at 9:30 a.m. for the dentist.

2) Make a reminder note on the calendar about a doctor's appointment with Dr. Tina Jackson, 556-7865, on 9/11/96 at 3:15 p.m.

3) Write a note on the calendar to remind you of an x-ray appointment with Dr. Sinara Patel on September 6, 1996 at 8:30 a.m.

1R12 Verification Page 3

Name:____________________ **Date:** __/__/__

Use the appointment reminder cards to answer the questions.

Dr. Herb Gordon
12 Water St.
Riverdale, CO 81101
(303) 247-6565

Akim Johnson
134 Forest, Apt. #10
Riverdale, CO 81101

Appointment Reminder

PATIENT'S NAME: Akim Johnson

DOCTOR'S NAME: Dr. Herb Gordon

APPOINTMENT DATE: Monday, April 3rd **AT:** 8:30 a.m.

Please call the office 24 hrs. in advance if you need to cancel or change the appointment.
(303) 247-6565

1) Who has the appointment? ____________________

2) Where is the appointment? ____________________

____

3) Who is appointment with? ____________________

4) When is the appointment? ____________________

5) What number should be called to cancel or change the appointment?

____

1R13

Use Telephone Directory to Locate Information (Find Details)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6
CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullets 1, 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R12, 1R14

SKILLS NEEDED: This competency requires that students can read a telephone book.

VOCABULARY: **alphabetical order**, **business**, **category**, **directory**, **index**, **local**, **residential**, **services**

MATERIALS: copies of local telephone books (white and yellow pages), copies of the practice pages, copies of the verification page, vocabulary flash cards

1R13

STEPS:

1) Write the following list on the board (or on a piece of poster board prior to class):

Tom Foster
Max Aldren
Jill Carpenter
Will Gold
Mary Brown
Joe Garcia
Sue Daly
Jane Evans
Tim Ellis
Jim Baxter
Pat Cox
Al Deans
Jack Allen
Laura Finn

2) Explain to your students that this list is not in alphabetical order. Alphabetical order means that the first letter of the last names follow the same pattern as the alphabet (A, B, C, D, etc.). Use a chart like this to demonstrate:

Letter	Name	Name
A	Aldren, Max	Allen, Jack
B	Baxter, Jim	Brown, Mary
D		
E		

3) Ask students to help you complete the chart. Explain that last names are written first when names are listed in alphabetical order. If two last names begin with the same letter, use the second letter of the names. Hand out copies of the Alphabetical Order Practice Page and ask students to complete the exercise. Review answers before doing the next step.

4) Once students understand alphabetizing, you can explain that a telephone book is organized in that manner. There are guide names at the top of each page in the phone book that tell what letter of the alphabet is on that page. Distribute copies of the telephone book and have students look through the white pages. Explain that the white pages are a combination of residential listings (peoples' names and phone numbers) and business names and phone numbers. Have students browse the white pages to establish the alphabetical order.

1R13

5) Now explain the difference between the white and yellow pages. The yellow pages list only businesses and services. Establish that the yellow pages are alphabetical according to categories of businesses and services.

Examples: Accountants would be one of the first categories in the yellow pages. Under the category of accountants, the various accountants and accounting firms would be listed alphabetically.

ACCOUNTANTS	
Accounting Services INC. 900 College Dr.	247-9988
Barker, Paul CPA 45 West 3rd. St.	385-0002
Chatworth, Fred CPA 1900 Main Ste. 10	259-1911
Dobb's Accounting Firm 12 East 5thSt.	385-8001

Have students look at the yellow pages index. Establish that the index shows all the categories of businesses and services in the yellow pages section of the phone book. Ask students to look at the index to see the various businesses and services offered in their community.

6) Review the organization of the phone book. Establish these steps for using the phone book to locate information.

For finding residential listings (white pages):

- **a)** Write the correct spelling of the person's last name.
- **b)** Look under the appropriate letter of the alphabet in the phone book, and use the guide names at the top of the pages for help.
- **c)** Find the last names in the phone book that match the name you are looking for.
- **d)** Find the correct first name or initial that goes with the last name.

1R13

6) (Cont'd.) For finding business listings (yellow pages):

- **a)** Find the category of business in the yellow page index and turn to that page in the phone book.
- **b)** Find the business name or ad that might have what you want, and call for information.

7) Hand out copies of the telephone book practice page and ask students to complete the exercise. Review answers before doing the verification step.

8) **VERIFICATION:** Give students a list with three residential and three existing business names from your local phone directories.

Example:

Residential Listing	Business Listing
Rose Jackson	Peter's Plumbing
Jim Cox	Mona's Bakery
Mary Smith	Acme Construction

Have students complete the verification pages with the names from the list. All teachers/tutors must ensure that the students' information is correct before placing the page in the portfolios.

Place the students' self-corrected final verification pages in their portfolios.

1R13 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Communication Skills That Work (Book 2)** **The Write Stuff** **Writing for a Purpose**
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Books 2 and 3)** **Reading For Today (Book 4)**

1R13 Alphabetical Order Practice *(Not for verification)*

Alphabetize the following list of names in the chart below:

Jeff Anderson
Juanita Giffs
Andy Holden
Molly Ingram
Todd Ekhart
Nick Lowe
Tessa Korns
Jill Cox
Max Little
Sue Ash
Tom Jones
Donna Grey
Rich Irwin
Wendy King
Frank Gonzales
Mary Dixon
Tim Baxter
Joe Carter
Mick Hastings
Earl Blake
Tina France
Jim Edison
Faye Dunn
Sam Ford
John Jacobs

A	D	G	J
B	**E**	**H**	**K**
C	**F**	**I**	**L**

1R13 Practice *(Not for verification)*

You may use copies of your local white and yellow pages to answer the following questions:

1) Each of these businesses fit a yellow pages category. Write the category where each business might be found.

Business	Yellow Pages Category
Fender Fixers Body Shop	
Mac's Junk Yard	
Julie Sherman DDS	
Greg Gold M.D.	
Mama's Kitchen Diner	
Riverside Texaco	
Mendoza Floral	
St. Francis Mortuary	
Green Gardens Supplies	
T and Y Propane	

2) Under which letter of the alphabet would you find each name?

a) Harry Deans ____
b) Jim Franks ____
c) Lee Nguyen ____
d) John Powell ____
e) Tina Reeves ____
f) Natalie Bishop ____
g) Kathy Ogden ____
h) Sandra Gibbs ____
I) Akim Williams ____

1R13 Verification

Name:________________________ **Date:** __/__/__

Use the list from your instructor and copies of your local white and yellow pages to fill in the blanks.

RESIDENTIAL LISTINGS:

1) Person's Name: ______________________________
Address: __________________________________
Phone number _______________________________
This listing was found under the letter: _____ on page #: _____

2) Person's Name: ______________________________
Address: __________________________________
Phone number _______________________________
This listing was found under the letter: _____ on page #: _____

3) Person's Name: ______________________________
Address: __________________________________
Phone number _______________________________
This listing was found under the letter: _____ on page #: _____

BUSINESS LISTINGS:

1) Business' Name: ______________________________
Address: __________________________________
Hours of Operation: ____________________________
Category of business _______________ on page #: _____

2) Business' Name: ______________________________
Address: __________________________________
Hours of Operation: ____________________________
Category of business _______________ on page #: _____

3) Business' Name: ______________________________
Address: __________________________________
Hours of Operation: ____________________________
Category of business _______________ on page #: _____

Teacher's Only: This information is correct for our area: (Initials)______________

1R14

List Emergency Numbers and Identify Procedures for Placing Emergency Calls (Follow a Sequence)

CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3,4
CDE *Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*

Related Competencies: 1R7, 1R13

SKILLS NEEDED: This competency requires that students read a telephone book and use a telephone.

VOCABULARY: ambulance, conscious, criminal, critical, directions, dispatch, emergency, immediate, location, medical, operator, symptoms, situation, relationship, victim

MATERIALS: copies of local telephone books (white and yellow pages), copies of the practice page, copies of the verification page, vocabulary flash cards

OPTIONAL: large flash cards or mini-poster boards

1R14

STEPS:

1) Define and discuss the word ***emergency***. Establish that an emergency is a situation where special and immediate help is needed because someone has been hurt, there is a crime taking place, or there is a fire danger. Point out that emergency numbers are not to be called unless there is a real emergency situation.

2) Establish the types of emergencies for which there are help numbers.

a) ***Medical Emergencies***

These emergencies occur when people are hurt and need immediate medical help in order to stay alive.

Examples: an auto accident, a child eating something poisonous, a person having a heart attack

b) ***Criminal Emergencies***

These emergencies occur when their is a law being broken and their is danger of someone getting hurt or property being damaged.

Examples: a robbery, a fight, use or sale of illegal drugs

c) ***Fire Emergencies***

These emergencies occur when a fire burns out of control and presents a danger to people or property.

Examples: a pot on a stove is left unattended and catches fire, a match or lit cigarette is thrown into a dry forest area, a spark from a fireplace ignites the carpet

3) Hand out copies of your local telephone book. Point out that emergency numbers are usually listed on the inside of the front cover. If they are not there, they are usually found within the first three pages of the book. Find the emergency numbers in your phone book. Note that the government pages in the phone book have numbers for agencies such as police and fire departments; these ***non-emergency*** numbers should not be confused with emergency numbers.

4) Most parts of Colorado have one emergency phone number for all emergencies. That number is **911**. However, **not all areas have a 911 emergency number**. Be sure to check your area's emergency numbers in your phone book. For those areas *without* the 911 number, note that there are probably different numbers for Ambulance, Police and Fire.

1R14

5) Now discuss the steps for making an emergency call. You may want to write these on the board and discuss each one.

- **a)** Dial the appropriate emergency number.
- **b)** Tell the operator exactly what is occurring (a heart attack, a fire in a building, a hold-up).
- **c)** Tell the operator the exact location of the emergency: the address (include street, apartment, or trailer numbers) and phone number of the location.
- **d)** Tell the operator the number and ages of the people involved and their condition (are they child or adult, conscious, breathing, trapped, choking, pointing a gun, etc.).
- **e)** Tell the operator your name, address and phone number and your relationship to the emergency victims (if applicable).

Remind students that they need to speak as clearly as they can so that the emergency operator can understand them.

6) Set up a staged emergency telephone call. Have one of your students pretend to call you with an emergency situation. Prompt them to give you the correct information. Do this simulation with two other students, then hand out the practice page and have students complete the exercise. Review answers before doing the verification.

7) **VERIFICATION:** Have students complete the verification page.

Place the students' self-corrected final verification pages in their portfolios.

1R14 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbook 1**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**First Words**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Here to Stay in the U.S.A.** **English Spoken Here: Health and Safety**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Books 2 and 4)** **Reading for Today (Book 4)**

1R14 Practice *(Not for verification)*

Use the words below to fill in the blanks.

Fire Department	**Criminal Emergency**	**Fire Emergency**
Medical Emergency	**Ambulance**	**Police**

1) If you see someone breaking into a house, you would call the ______________ because this would be a/an __________________.

2) If someone throws a cigarette out of a car and the bushes begin to burn, you would call the ________________ because this would be a ____.

3) If you see someone fall and complain of chest pain, you would call an __________________ because this would be a ____________________ ____.

Use the chart below to answer the next questions.

Town	Police	Ambulance	Fire
Durango	911	911	911
Ignacio	563-4206	563-4401	563-4401
Cortez	565-8441	911	911

1) For a fire emergency in Durango you would dial __________________.

2) For a criminal emergency in Cortez you would dial ________________.

3) For a medical emergency in Ignacio you would dial ________________.

4) For a medical emergency in Durango you would dial ______________.

5) For a fire emergency in Cortez you would dial __________________.

6) For a criminal emergency in Ignacio you would dial ______________.

1R14 Verification Page 1

Name:_______________________ **Date:** __/__/__

Write the emergency numbers for your area:

Ambulance: _________________________
Police: _________________________
Fire: _________________________

1) What is a medical emergency? _________________________
____

2) What is a fire emergency? _________________________
____

3) What is a criminal emergency? _________________________
____

4) Fill in the blanks with the words below:

Police	Fire Department	Ambulance

For a medical emergency I would call an _________________________

For a criminal emergency I would call the _________________________

For a burning forest area I would call the _________________________

5) What do you need to tell the emergency operator about your location?
____

6) What could happen if you did not tell the operator the correct location of the emergency?_________________________

7) Where do you find emergency numbers? _________________________
____

1R14 Verification Page 2

Name:______________________ **Date:** __/__/__

8) What is the first thing to do when you want to report an emergency?

____

9) What is the first thing you should tell the emergency operator?

____

10) What is the second thing you should tell the emergency operator?

____

1R15

Interpret Basic Information Regarding Illness, Symptoms and Doctor's instructions (Follow Directions)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 6
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R13, 1R14, 1W8

SKILLS NEEDED: This competency requires that students read and follow written directions.

VOCABULARY: ailment, appointment, capsules, diagnose, liquid, nagging, nausea, prescription, patient, pharmacy, sinuses, symptoms, tablets

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1R15

STEPS:

1) Start a discussion by asking your students the following question "What do you feel when you are sick?" Encourage all answers, as the point is to engage the class in a discussion and lead them towards talking about symptoms.

2) Establish that ***symptoms*** are the effects of an illness, or the feelings one's body has when one feels sick. When people want to find out how to get better, knowing the symptoms makes the illness easier to treat. Draw a chart on the board and have students assist in filling in the information.

Example: Symptoms of common ailments:

Common Cold	Stomach Flu
Runny nose	Nausea
Drowsiness	No appetite

Have students help with completing the chart.

Establish again that knowing the symptoms of an illness is key in diagnosing and treating the discomfort.

3) Next, discuss the options for treating an ailment. It is usually a good idea to see a doctor under the following circumstances:

- **a)** If you have been feeling ill for a period of a week or longer,
- **b)** If you are experiencing severe pain, or
- **c)** If you are not sure about your symptoms and would like to get expert opinions.

Students should know that after a doctor's visit they will usually be given some instructions as to how their condition should be treated.

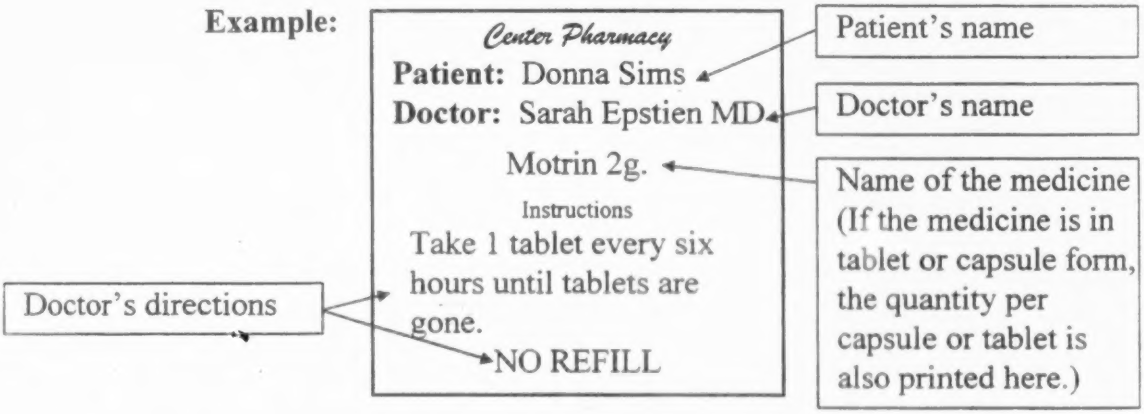
1R15

Doctor's recommendations can be as follows:

Example: If you have been diagnosed with a common cold:
a) Drink plenty of liquids
b) Get a full nights sleep each night (8-9 hrs.)
c) Eat foods with lots of Vitamin C (oranges, lemons, grapefruits)

If someone requires medication, the doctor will write a ***prescription***: an order to buy certain medicines at a pharmacy. Pharmacies will not sell certain medication without a doctor's prescription. The prescribed bottle of medicine (tablets, capsules or liquid) will have instructions telling how it should be taken. Draw a sample prescription medicine label on the board and discuss the information found on it.

Example:



Center Pharmacy
Patient: Donna Sims
Doctor: Sarah Epstien MD
Motrin 2g.
Instructions
Take 1 tablet every six hours until tablets are gone.
NO REFILL

Patient's name
Doctor's name
Name of the medicine (If the medicine is in tablet or capsule form, the quantity per capsule or tablet is also printed here.)
Doctor's directions

4) Discuss other options for finding treatments. Let students know that they can call local clinics, or even their pharmacy to get recommendations for treating minor ailments. **All serious illnesses and nagging symptoms should be treated by a professional health practitioner.** Hand out copies of the practice page and have students complete the exercise. Check answers before moving to the verification step.

5) VERIFICATION: Complete the verification sheet.

Place the students' self-corrected final verification sheets in their portfolios.

1R15 Resources

Publisher	Book Title
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Everyday English (Book 1)**
Heinle and Heinle Book Distribution Center 7625 Empire Dr. Florence, KY 41042 1-800-354-9706	**Literacy in Lifeskills (Book 2)**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Personal Stories (Book 3)**
Oxford University Press Order Department 2001 Evans Rd. Carry, NC 27513 1-800-445-9714	**Crossroads 2**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Access-Fundamentals of Literacy** **English Spoken Here: Health and Safety** **Basic Adult Survival English (Book 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 2)**

1R15 Practice *(Not for verification)*

Use the information below to answer the questions.

Center Pharmacy
Patient: Sue Toms
Doctor: Dean Baxter MD

Echinacea 60mg

Instructions

Take two teaspoons per day with meals for one week.

NO REFILL

Treating a cold

a) Drink plenty of liquids.
b) Get a full night's sleep each night (8-9 hrs.).
c) Eat foods with lots of vitamin C (oranges, lemons, grapefruits).
d) Use a warm cloth on the forehead to clear sinuses.

1) What is the name of the patient? ______________________________

2) How many teaspoons of medicine should the patient take? ________

3) How long should the medicine be taken? ______________________

4) When should the medicine be taken? __________________________

5) How much sleep should the patient get? _______________________

6) How should the patient clear sinuses? _________________________
____

7) The patient should drink plenty of ___________________________

8) What foods should the patient eat? ___________________________

9) What is the doctor's name? __________________________________

1R15 Verification

Name:______________________ **Date:** __/__/__

Illness: Chicken Pox

Symptoms: Fever
Lack of energy
Nausea
Blister-like bumps all over the body
Itching

Treatment: Patient must get plenty of rest.
Patient should drink plenty of water.
Patient must not scratch the blisters (bumps).
Use a cool cloth on the forehead to lower body temperature.
Use calamine lotion to dry the blisters (bumps).
Change patient's clothes and sheets every twelve hours.
If blisters and fever continue for more than four days, see a doctor.

Use the information above to answer these questions.

1) Can the patient scratch the blisters (bumps)? _______________

2) What should be used to dry the blisters (bumps)? _______________
____

3) When should the sheets and clothes be changed? _______________
____

4) List three of the symptoms you think could tell you that someone has the Chicken Pox:
a) ___________________________
b) ___________________________
c) ___________________________

1R16

Interpret Single Legend Maps and Request and Clarify Directions

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R8, 1R10, 1R11

SKILLS NEEDED: This competency requires that students recognize symbols on a mar [illegible] ıd interpret their meanings using a legend.

VOCABULARY: **cardinal directions, east, compass rose, intersection, legend, north, orient (to locate), request, south, symbols, west**

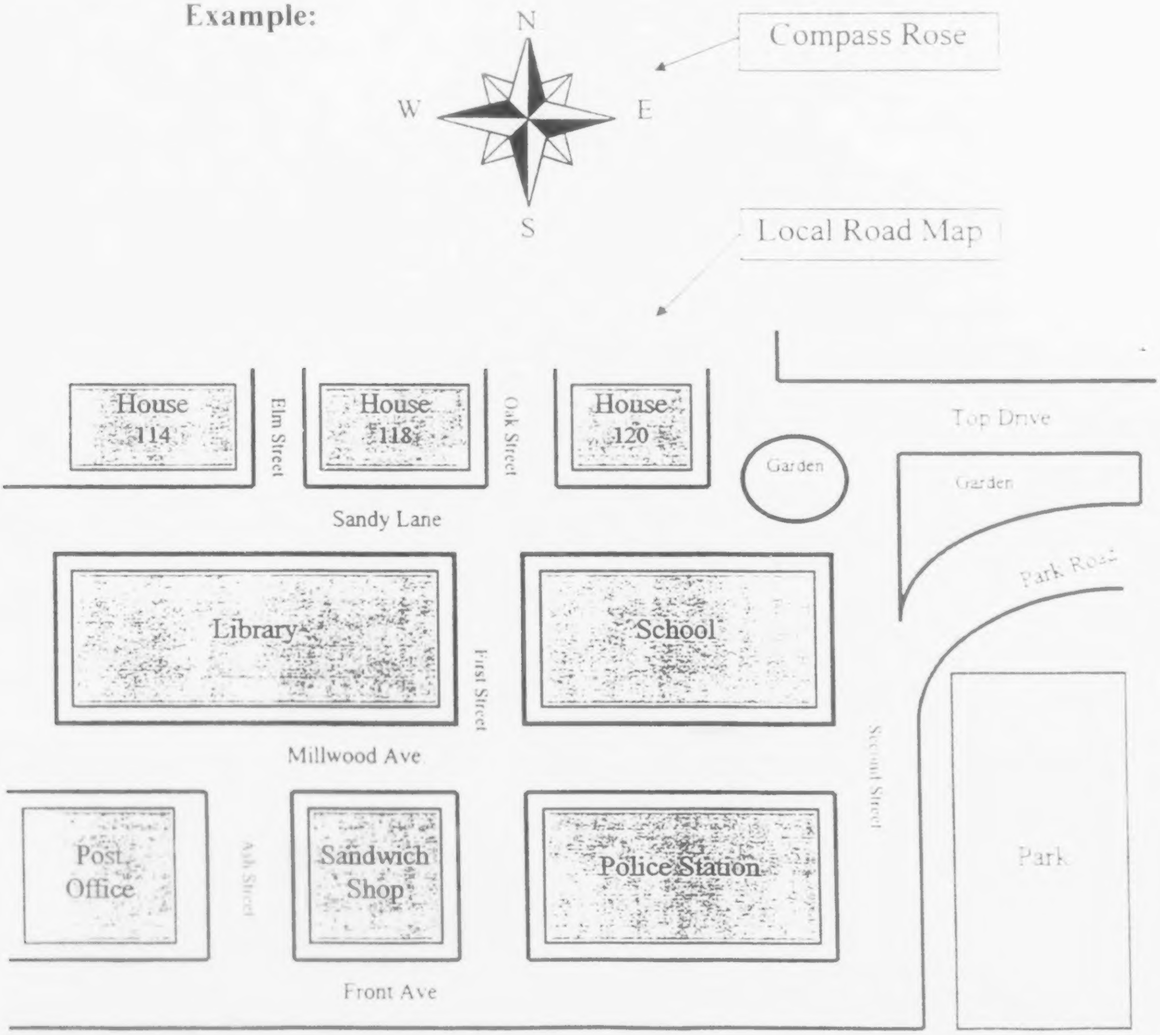
MATERIALS: local street maps, poster boards, pencils, rulers, markers, four large note cards with one of the cardinal directions written on it (N, S, E, W), copies of the practice page, copies of the verification page, vocabulary flash cards

1R16

STEPS:

1) On the board draw and label a simple section of local roads which includes the school building (you may want to pre-draw this on a piece of poster board). Position your map so that the cardinal directions are correct, then draw a compass rose at the top of the map.

Example:


N
W
E
S
Compass Rose
Local Road Map
House 114
Elm Street
House 118
Oak Street
House 120
Top Drive
Garden
Garden
Sandy Lane
Park Road
Library
First Street
School
Millwood Ave
Second Street
Post Office
Ash Street
Sandwich Shop
Police Station
Park
Front Ave

BEST COPY AVAILABLE

1R16

2) Have your students look at the map to get oriented. Make sure they know their current location on the map. If a map on the board is too confusing, you may consider using masking tape to construct a larger version of the map on your classroom floor. Ask students to name other buildings within the vicinity of the map, then draw and label those buildings.

3) Point to the compass rose. A compass rose is the map symbol that shows the directions on the map. Establish that N (north), S (south), E (east), and W (west) are called the cardinal directions. Cardinal directions tell us exactly which direction we are heading on a map, or anywhere in the world. Let students know that maps are usually drawn so that North is at the top, South is at the bottom, East is the right side, and West is the left side of the map.

Determine the cardinal directions in your classroom. Tape the note card with ***North*** written on it on the north wall of the classroom. Tape the other note cards to their appropriate walls. Now ask students to tell you the directions of various places in town with respect to your classroom.

Example: Is the police station north, south, east or west of the room?

Demonstrate how to give directions using your map on the board.

Example: Here are directions from the House 114 to the Police Station (using the sample map in this lesson):

Head east on Sandy Lane. Take a right turn (south) on Second Street. The station is at the corner of Millwood Avenue and Second Street.

Demonstrate a few more examples, then have students practice giving directions using your map. You may add more sites to your map so that students can practice with more locations. Stress the importance of giving right and left turns in coordination with the cardinal directions.

1R16

It is helpful to note specific landmarks that can serve as orientation marks for cardinal directions.

> **Example**: If you live in Denver, facing the mountains means you are heading west. If the mountains are to your left, you are heading north. If the mountains are to your right, you are heading south. If the mountains are behind you, you are heading east.

Discuss some landmarks in your area that students can use for orientation. Have them decide what directions they are facing with the landmark in front, behind, to their right, and to their left.

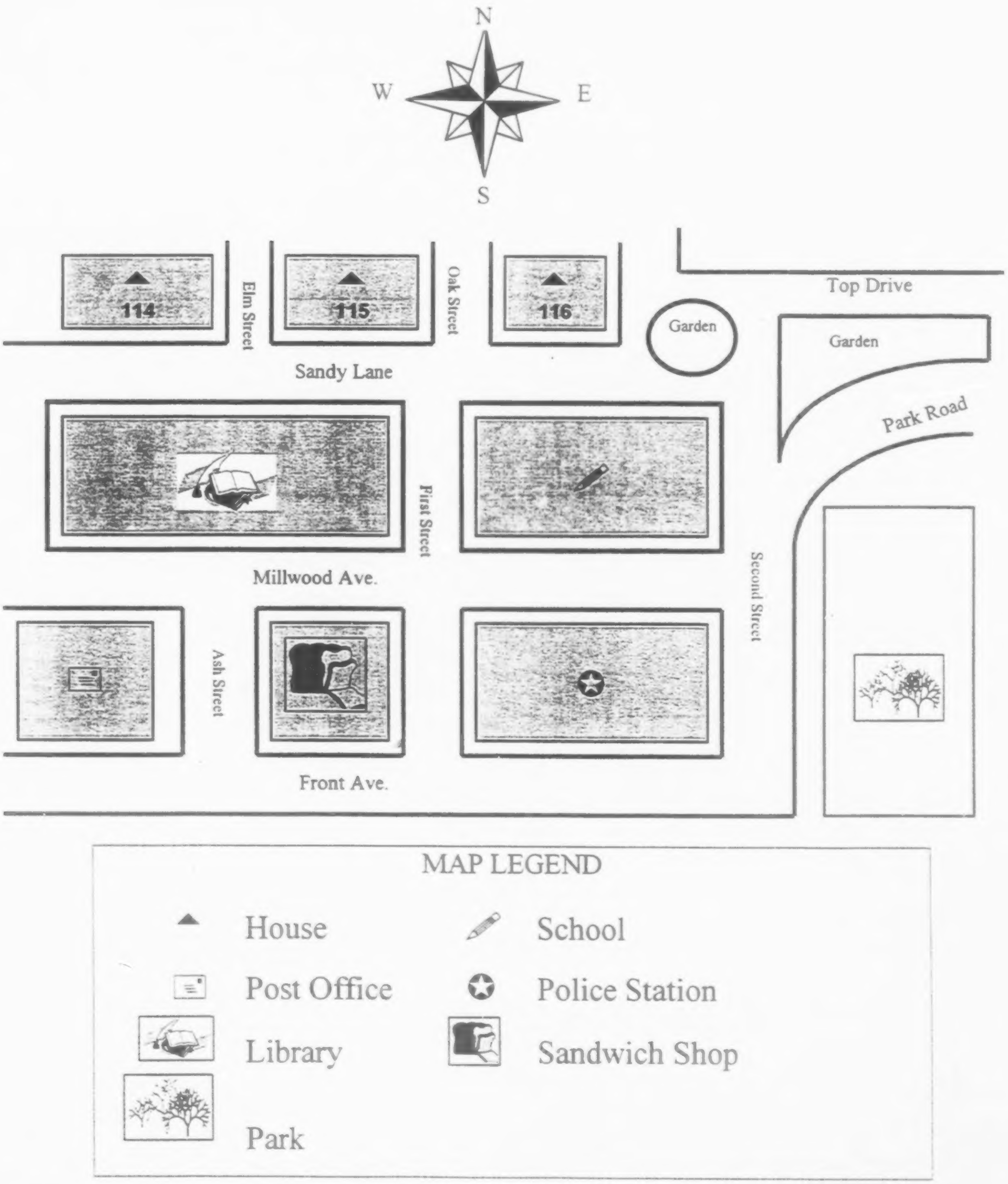
4) Now replace the words on your map with a few symbols and create a legend (see the 1R16 Sample Map and Legend). If you have pre-drawn a map on poster board, you can tape flash cards with symbols over the words. Explain that symbols are sometimes used on maps because words can take up too much room and make maps hard to read. The map symbols are explained in a map key or a ***legend***. Point to some of the symbols on your map and have students interpret them using the legend.

5) For a practice exercise, have students gather into groups of three to four. Give each group a piece of poster board and art supplies (rulers, markers, etc.). Ask students to draw a map of their town, neighborhood, or school area on the poster board. They are to label the streets, create a legend with at least four symbols, and draw a compass rose at the top.

6) VERIFICATION: Complete the verification pages.

Place both of the students' self-corrected final verification pages in their portfolios.

1R16 Sample Map and Legend


N
W
E
S
114
115
116
Elm Street
Oak Street
Top Drive
Garden
Garden
Sandy Lane
Park Road
First Street
Second Street
Millwood Ave.
Ash Street
Front Ave.
MAP LEGEND
House
School
Post Office
Police Station
Library
Sandwich Shop
Park

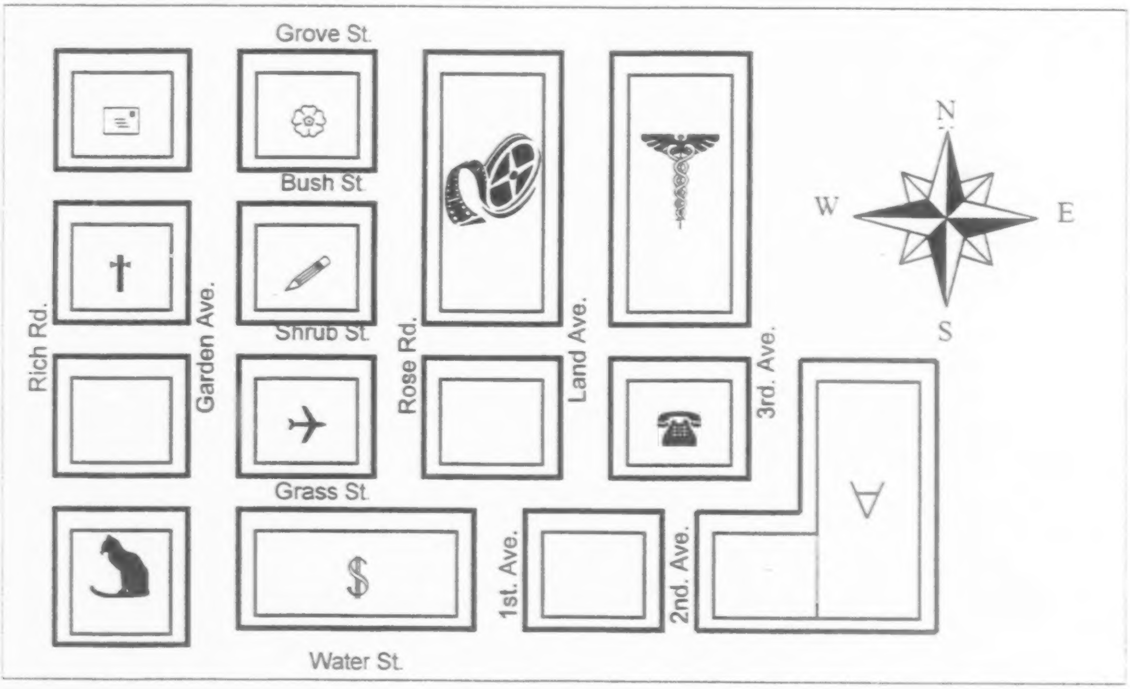
1R16 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbooks 1 and 2**
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Basic Adult Survival English (Book 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Books 2 and 3)** **Reading for Today (Book 5)**

1R16 Verification Page 1 *(Include this page in portfolios)*

Name:______________________ **Date:** __/__/__

Use this map and legend to answer questions on the next page.


Grove St.
Bush St.
Shrub St.
Grass St.
Water St.
Rich Rd.
Garden Ave.
Rose Rd.
Land Ave.
3rd. Ave.
1st. Ave.
2nd. Ave.
N
S
E
W

LEGEND

✉	Post Office	$	Bank
✿	Flower Shop	∀	Police Station
†	Church	🎞	Movie Theater
✈	Travel Agency	⚚	Hospital
☎	Phone Company	🐈	Pet Shop
✏	School		

1R16 Verification Page 2

Name:______________________ Date: __/__/__

Use the map and legend from 1R16 Verification Page 1 to answer these questions.

1) Write the directions from the post office to the police station.

____

____

____

2) Write the directions from the pet shop to the movie theater.

____

____

____

3) Fill in the blanks with words from the box.

Example: The post office is north of the pet shop.

north	south	east	west	right	left

a) The flower shop is ____________ of the travel agency.

b) The school is ____________ of the church.

c) The bank is ____________ of the police station.

d) You would take a ____________ turn from Rich Rd. onto Bush St. to go from the pet shop to the movie theater.

e) You would take a ____________ turn from Garden Ave. onto Grass St. to go from the flower shop to the phone company.

f) You would take a ____________ turn from Grove St. onto Rose Rd. to go from the post office to the bank

g) You would head ____________ to go from the police station to the pet shop.

1R17

Interpret Product Labels (Clothing, Appliances, etc.) and Give and Follow Directions

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R3, 1R7, 1R11

SKILLS NEEDED: This competency requires that students read and follow written directions, and read and interpret warning signs.

VOCABULARY: appliance, assemble, avoid, caution, cotton, danger, drip-dry, dry clean, electric, heed, moisture, manufacturer, no-chlorine bleach, polyester, rayon, reduce, risk, serviceable, warning

MATERIALS: various labels from clothes, food containers and packages, simple appliance labels, copies of the practice page, copies of the verification page, vocabulary practice page

1R17

STEPS:

1) Ask students what they look for when they read a label. Do they buy items based on label information, or do they only buy based on the looks and price of the product? Discuss the importance of reading and following the information on a product label. Establish that it is important to understand manufacturers' suggestions in order to get the best use from a product.

2) Tell students that the important information on a label comes under two main categories.

a) ***Directions for use***
This is the information from the manufacturer that tells how to assemble, use, or care for a product for best performance.

b) ***Warnings or Cautions***
This is the information that tells what you should and should not do with the product, special considerations for using the product, and what could happen if the product was not used as stated on the label.

3) Hand out copies of the 1R17 examples (or examples you have brought to class) so students can practice reading the information on labels. Review the vocabulary and the instructions on each label and then have students answer the questions. Review the answers to each set of questions before moving to the next example.

If you have brought sample labels from appliances, household cleaners, clothing and food packages for your students to use, you may want to make your own sets of questions, and have students work in small groups to answer them.

4) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1R17 Example 1: Clothing Label

This label is from a shirt.

FINE FASHIONS LIMITED
MADE IN THE USA
100% Cotton
Size: L

Do Not Bleach
Machine Wash Warm
Dry Flat
Do Not Dry Clean
Use Warm Iron If Needed

1) What is this shirt made of? ________________________________

2) Can this shirt be ironed? _______ How do you know? _____________
____

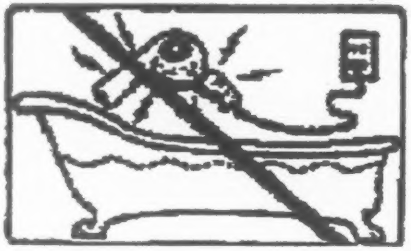
3) Can you use bleach on this shirt? _______ How do you know? _____
____

4) Can you put this shirt in a dryer? _______ How do you know? ______
____

5) Can you wash this shirt in hot water? _______ How do you know? ___
____

1R17 Example 2: Appliance Label

This label is from a hair dryer.



"UNPLUG IT"
DO NOT REMOVE THIS TAG!

WARN CHILDREN OF THE RISK OF DEATH BY ELECTRIC SHOCK!

1) Always unplug after use.
2) Do not use while bathing.
3) If dryer falls into water, unplug immediately. Do not reach into water.

1) Can you use this hair dryer while you are taking a bath? ____________
How can you tell? ______________________________________

2) If the hair dryer falls into the water, what should you do before you reach into the water? ______________________________________

3) What should you do each time after you use the hair dryer? _________
____

4) Why shouldn't you use the hair dryer in the bathtub? ______________
____

1R17 Resources

Publisher	Book Title
Phoenix Learning Resources, Inc. 2345 Chaffee Rd. St. Louis, MO 63146 1-800-221-1274	**Acquiring language Skills**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 2)** **Signs and Labels**

1R17 Verification Page 1

Name:______________________ **Date:** __/__/__

This label is from a woman's blouse.

HIGH FASHION CLOTHING
MADE IN THE USA
50% Cotton 50% Rayon
Size: M

Hand or Machine Wash Cold
Drip Dry, Do Not Put In Dryer
Do Not Dry Clean
Use Warm Iron If Needed
Use Non-Chlorine Bleach

Wash Once Before Wearing

1) What is this blouse made of? ____________________________

2) Can this blouse be dry cleaned? _______ How do you know? _____
____

3) What type of bleach can be used on this blouse?
____

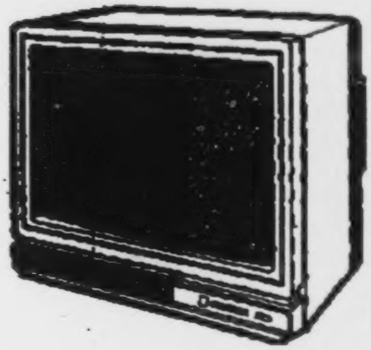
4) Can you put this blouse in a dryer? _______ How do you know? ___
____

5) Can you wash this blouse in hot water? _______ How do you know?
____

6) What should you do with this blouse before you wear it? __________
____

1R17 Verification Page 2

Name:________________________ **Date:** __/__/__



CAUTION: TO REDUCE THE RISK OF ELECTRIC SHOCK, DO NOT REMOVE COVER OR BACK. NO USER SERVICEABLE PARTS INSIDE. REFER SERVICING TO QUALIFIED SERVICE PERSONNEL.

⚠ **CAUTION** ⚠

WARNING:
TO REDUCE THE RISK OF FIRE OR ELECTRICAL SHOCK, DO NOT EXPOSE THIS APPLIANCE TO RAIN OR MOISTURE

The label above comes from the back of a television set.

1) Should you let the appliance to get wet? ________ Why or why not?
____

2) Should you remove the cover or back of the appliance? ________
Why or why not? __________________________________

3) Does the label say that you can work on the TV yourself? ________

4) Why is it important to heed the warning on the label? ____________
____

5) It is not a good idea to keep the TV in a place where it could get rained on? Why not?__________________________________
____

1R18

Interpret Basic Information and Follow Basic Directions on Food Package Labels (Contents, Preparation, Cost)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R8, 1R12, 1R18, 1M1, 1M6

SKILLS NEEDED: This competency requires that students read and follow written directions, and know how to read dollars and cents in numerical form.

VOCABULARY: calories, contents, edible, expiration date, frequently, ingredients, nutrition, porridge, preparation, preservatives, proteins, sodium, sugar, vitamins

MATERIALS: copies of the practice page, copies of the verification page, samples of food containers with labels (cereal boxes, soup cans, chip bags, etc.), vocabulary flash cards

1R18

STEPS:

1) Write the following vocabulary words on the board with their meanings. Discuss the importance of each word.

Contents: the materials (in this case, edible materials) that make up the product.

Ingredients: another word for contents, particularly when related to food items.

Establish that students should read the contents or ingredients of a food product so that they know what the product is made of. That way, they can make quality comparisons with other products, avoid unhealthy additives, and know if a label is correctly representing the food in the container. Let students know that the ingredients (or contents), are listed in order of amount per product: the ingredient with the largest quantity appears first, and the ingredient with the smallest quantity appears last.

Preparation instructions or ***Directions***: the steps to follow to make the food edible.

Establish that students should read the directions or preparation instructions so that they know whether to buy other ingredients to go with the product, what they need to use or add in order to prepare the product, and how long it will take to prepare the product.

***Expiration date*:** the last day that it is safe to eat the product. Food products may begin to spoil or go bad after this date.

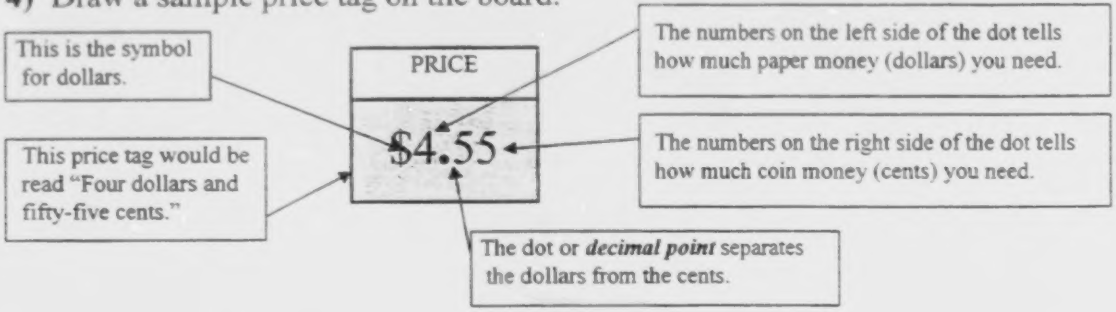
Establish that reading the expiration date is important because foods may begin to spoil after the expiration date and eating spoiled food can make a person ill.

2) Hand out various food containers and ask students to locate and read the ingredients, the directions (preparation instructions), and expiration date.

3) Point out the ***nutrition information*** charts on the labels. Tell students that this chart contains information on the health aspects of the product. It gives information on how much fat, sugar, sodium, proteins, vitamins, and calories are in a product. The nutrition chart is good to look at if one is concerned with eating or avoiding specific amounts of calories or nutrients.

1R18

4) Draw a sample price tag on the board.



This is the symbol for dollars.

The numbers on the left side of the dot tells how much paper money (dollars) you need.

This price tag would be read "Four dollars and fifty-five cents."

The numbers on the right side of the dot tells how much coin money (cents) you need.

The dot or ***decimal point*** separates the dollars from the cents.

You may need to review the information in 1M4 (Convert coins and currency) in order to successfully explain how to read a price tag. Hand out the practice sheets and ask students to complete the exercises. Review answers before doing the verification.

5) **VERIFICATION:** Complete the verification page.

Place the students' self-corrected final verification page in their portfolios.

1R18 Resources

Publisher	Book Title
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Be Ad-Wise**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**First Words**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Using the Newspaper**

1R18 Practice Page 1 *(Not for verification)*

Use this label to answer the questions on the next page.

Aunt Jenny's Homestyle Porridge Mix

PRICE
$3.89

Nutritional Facts

Serving Size **1 cup (130g)**
Servings Per Container **4**

Amount Per Serving

Calories 120	Calories from Fat 15
	% Daily Value*
Total Fat 1.5g	2%
Cholesterol 1g	2%
Sodium 10mg	0%
Potassium 250mg	7%
Total Carbohydrate 19g	6%
Dietary fiber 5g	20%
Sugars 12g	
Protein 4g	

Vitamin A 10%	Calcium 30%
Vitamin C 1%	Phosphorous 15%
Vitamin D 25%	Iron 4%
Vitamin E 6%	

Percent Daily Values are based on a 2,000 calorie diet.

INGREDIENTS: Tapioca flour, corn flour, buckwheat flour, rice flour, raisins, almonds, dates, cinnamon and other spices

PREPARATION: **STOVE TOP:** Add 1 cup porridge mix to 2 cups water or milk in a saucepan. Bring to a boil then simmer on low heat for 5-7 min., stir frequently, serve warm.

MICROWAVE: Add 1 cup porridge mix to 3 cups water in a microwave safe container. Cook on high for 1 minute. Do not add milk.

EXPIRATION: Unopened Box: 4/98 Use within five days once opened.

Aunt Jenny's Foods, 5677 S. Main, Pueblo, CO 80389 **Net Weight 15.oz (425g)**

1R18 Practice Page 2 *(Not for verification)*

Answer these questions using the label from Aunt Jenny's Homestyle Porridge Mix.

1) If you were going to prepare this porridge on your stove, how much water would you add? ____________________

2) If you were going to prepare this porridge in your microwave, how much milk would you add? ____________________

3) Which ingredient does the product have the most of? __________

4) How many grams of protein would you get if you ate one cup of porridge? ____________________

5) This porridge gives you the highest percentage of vitamin ________.

6) How many calories would you be eating if you had one cup of porridge?
____

7) Which product does the porridge have the least amount of? ________

8) If you opened the box on a Tuesday, would it be safe to eat the porridge on Sunday? ________ Why or why not?
____
____

9) If you were eating a diet that called for a low amount of cholesterol, would you pick a porridge that had 5g of cholesterol, or would you choose this box of porridge? ____________________
Why would you make that choice? ____________________
____

10) If a 15 oz. box of Country Porridge costs $5.35, would you buy a box of Aunt Jenny's Porridge or a box of Country Porridge? __________
Why? ____________________

11) What is the difference between cooking times for the stove and the microwave? ____________________

200

1R18 Verification

Name:______________________ **Date:** __/__/__

Use a real food label to answer these questions. Attach the food label to this page with a paper clip or staple.

1) Name of the product: ______________________________

2) Cost of the product: ______________________________

3) List the first five ingredients in this product: ____________________

4) Expiration date of this product: ______________________________

5) What else do you need to prepare this product: ______________

6) How do you prepare this product?

7) How many calories are in this product? ____________________

8) This product has _____g. of protein.

9) This product gives _______% of Vitamin C.

10) Briefly explain why you would or would not buy this product. ________

1R19

Interpret Information on Advertisements or Charts to Select Goods (Compare and Contrast)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 5, 6
CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R17, 1R18, 1M10

SKILLS NEEDED: This competency requires that students understand how to read a price tag and understand how to compare weight measure. You may need to review 1M10 (Interpret Basic Charts) if students need review, or have not had experience working with charts.

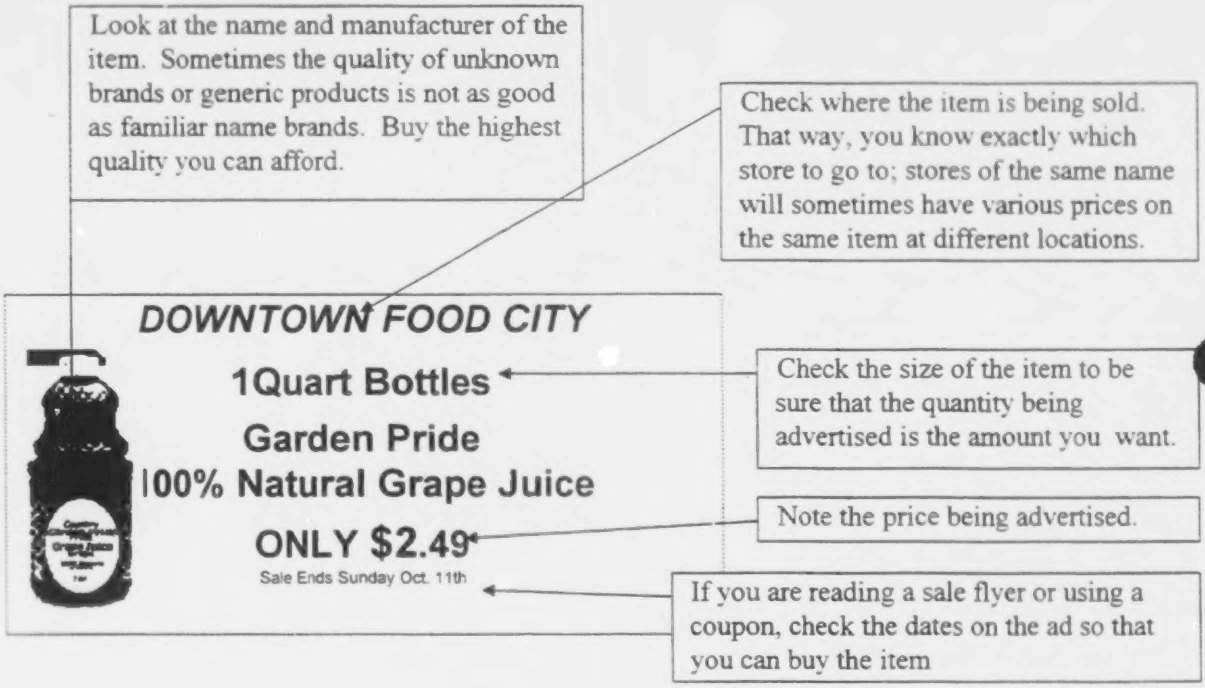
VOCABULARY: advertisements, column, comparison shopping, consumer, coupon, generic, goods, gram (g.), horizontal, intersect, manufacturer, ounce (oz.), pound (lb.), product, quantity, quarts (qt.), regular (reg.), row, valid, vertical, weight

MATERIALS: copies of the practice page, copies of the verification page, local sale flyers or ads from grocery stores, drug stores, or department stores, food containers (boxes, cans or bags), vocabulary flash cards

1R19

STEPS:

1) Discuss the benefits of comparing sale flyers and ads. Establish that making comparisons is a good way to find the best deals on consumer goods. Let students know that if they can make successful shopping comparisons, they will have the advantage of discovering better prices. Demonstrate how to read an advertisement by drawing an ad on the board or creating a poster board example before class.



Look at the name and manufacturer of the item. Sometimes the quality of unknown brands or generic products is not as good as familiar name brands. Buy the highest quality you can afford.

Check where the item is being sold. That way, you know exactly which store to go to; stores of the same name will sometimes have various prices on the same item at different locations.

DOWNTOWN FOOD CITY

1Quart Bottles

Garden Pride

100% Natural Grape Juice

ONLY $2.49

Sale Ends Sunday Oct. 11th

Check the size of the item to be sure that the quantity being advertised is the amount you want.

Note the price being advertised.

If you are reading a sale flyer or using a coupon, check the dates on the ad so that you can buy the item

2) Establish that once students have found the important information in the ad, they can use it to compare ads from different stores to find the best buys. Hand out copies of the 1R19 Ad Practice Page and have students complete the exercise. Review answers before doing step 3. At this level, it is not required to teach the calculations for unit price comparisons. Students should practice reading a unit price tag from a supermarket shelf, and comparing weight and liquid measure. (Step 6).

1R19

3) Explain the various units of measure students will see on labels: **grams - g.**; **ounces - oz.**; **pounds - lb.**; **fluid ounces - fl. oz.**; **quarts - qt.**; **gallons - gal.**

Grams, ounces, and pounds measure weight. Establish that grams are smaller than ounces, and ounces are smaller than pounds. Fluid ounces, quarts, and gallons measure liquid quantity. Fluid ounces are smaller than quarts, and quarts are smaller than gallons.

Grams, ounces and pounds should be compared with each other, not with fluid ounces, quarts, or gallons. Fluid ounces, quarts, and gallons should be compared with each other, not with grams, ounces or pounds.

4) Similar items are usually measured in the same units (e.g.: usually, all brands of milk are measured in fluid ounces, quarts, or gallons). When comparing items, establish that students should:

a) Look at the units of measure for each item (two cans of beans).
b) Compare the quantities (can **A** has 12 oz. compared to can **B**'s 16 oz.).
c) Look at the price for each can and choose the can that gives more for less (if the 12 oz. can sells for $2.15 and the 16 oz. can sells for $1.95, then the 16 oz. can is the best deal).

Practice a, b and c with students a few times. Create your own examples and use food containers that you have brought to class.

5) Establish that charts are an easy way to compare the quantities of many items at once. Draw a sample chart on the board (or pre-draw one on a piece of poster board), and demonstrate how to put information into the rows and columns.

Product Name	Price	Size (Quantity)	Best Buys
Country Pride Apple Juice	$2.25	1qt.	
Sunburst Apple Juice	$2.25	1gal.	X
Tree Top Apple Juice	$2.25	12 fl. oz.	

Compare the prices with the sizes to determine the best buy.

In the last column, put an *x* to mark the row with the best buy. This is the best buy because it has the highest quantity for the same price.

1R19

5) (Cont'd.) In the previous chart, Tree Top Apple Juice has a lower quantity than Sunburst or Country Pride, and Country Pride Apple Juice has less than Sunburst. Sunburst is the best buy; the lowest price for the highest quantity.

Charts can also be drawn to do comparisons on products from different stores.

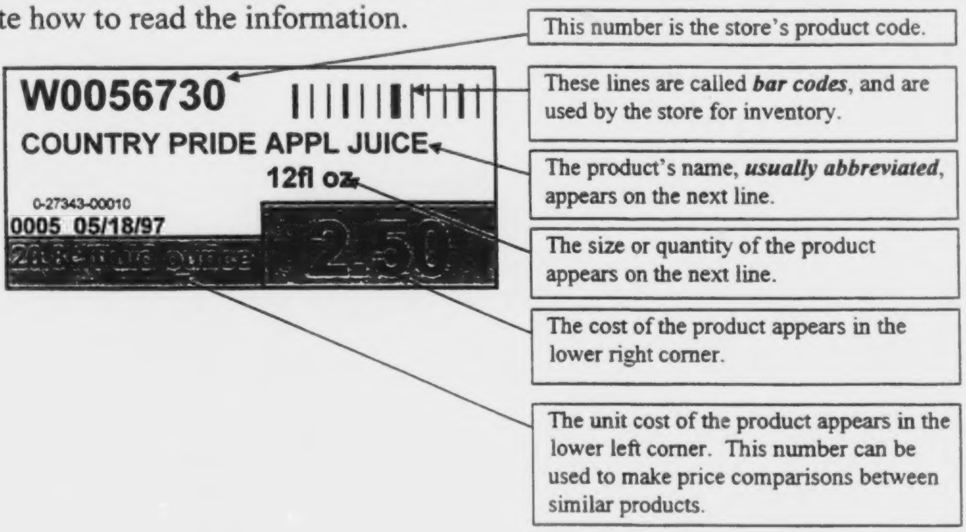
Store Name	Product Name	Price	Size (Quantity)	Best Buys
Food Town	Prairie Beans	$1.35	12oz.	
Shop City	Prairie Beans	$1.25	12oz.	X
K Market	Country Beans	$2.00	12oz.	

Compare the prices with the sizes to determine the best buy.

In the last column, put an *x* to mark the row with the best buy.

In this chart, the same quantity of beans is compared. Shop City has the best buy because they have the lowest price for a 12 oz. can of beans. Write different examples on the chart using various combinations of weights and prices, and ask students to call out the items with the best buys. Ask them to explain their answers. Hand out copies of the 1R19 Charts Practice Page and have students complete the exercise. Review answers before doing step 6.

6) Draw a unit price tab on the board (or pre-draw one on poster board). Explain that unit price tabs are found on most product shelves at a supermarket. They are placed there as a service to shoppers to help make product comparisons. Demonstrate how to read the information.



This number is the store's product code.

These lines are called ***bar codes***, and are used by the store for inventory.

The product's name, ***usually abbreviated***, appears on the next line.

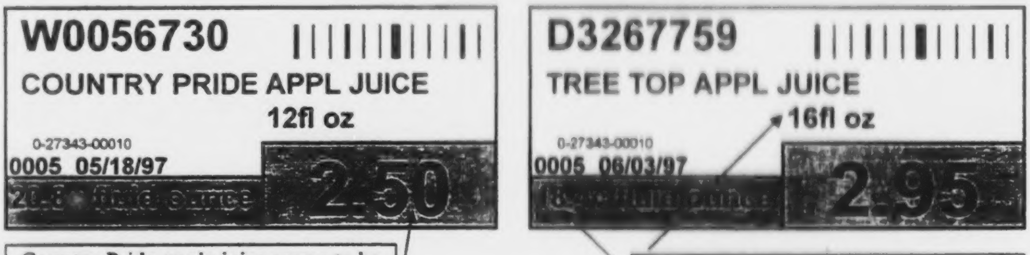
The size or quantity of the product appears on the next line.

The cost of the product appears in the lower right corner.

The unit cost of the product appears in the lower left corner. This number can be used to make price comparisons between similar products.

1R19

7) Explain to students that checking the unit price on similar products is a good way to find the best buy.


W0056730
COUNTRY PRIDE APPL JUICE
12fl oz
0-27343-00010
0005 05/18/97
20.8 fluid ounce
2.50
D3267759
TREE TOP APPL JUICE
16fl oz
0-27343-00010
0005 06/03/97
2.95

Country Pride apple juice seems to be the better buy because it has a cheaper price.

Checking the unit price box shows that Tree Top apple juice is actually the better buy because it has a lower unit price for a larger amount of juice.

Remind students that when using unit price to compare items, accurate comparisons can only be made between products that use the same units of measure (oz. compared with oz., fl. oz. compared with fl. oz., etc.).

8) Hand out copies of the 1R19 Unit Price Tabs Practice Page, and ask students to complete the exercises. Review answers before moving to the verification.

9) **VERIFICATION:** Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1R19 Resources

Publisher	Book Title
Fearon /Janus/Quercus 500 Harbor Blvd. Belmont, CA 94002	**Using the Want Ads**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Here to Stay in the U.S.A.**

1R19 Ad Practice Page *(Not for verification)*

MAIN STREET SUPER MART

1 Quart Bottles

Pepsi® Cola

Regular price: $1.98 per bottle

SAVE SAVE SAVE

ONLY $1.59 per bottle

or

$4.00 for four bottles

Sale Ends Sunday Nov. 26

This coupon is good at the Main Street store only.

1) What is the name of the product? ______________________________

2) Where is the sale happening? ______________________________

3) Is this price the same at all Super Marts? ________________________

4) What is the size of the bottle? ______________________________

5) What is the last day to buy Pepsi® for this price? ________________

6) How much does it cost for one bottle of Pepsi®? ________________

7) How much does it cost if you buy four bottles of Pepsi® at once?

____

Office of Adult Education
Colorado Department of Education

1R19 Charts Practice Page *(Not for verification)*

Name:______________________ **Date:** __/__/__

1) Use the information below to fill in the chart.

Store Name	Product Name	Price	Size	Best Buy

a) General Foods has a 12 oz. bag of Magic flour on sale for $2.45.
b) Merry Market has a 16 oz. bag of Snow White flour on sale for $2.45.
c) Jim's Grocery has a 16 oz. bag of Snow White flour on sale for $2.15.
d) Quick Mart has a 12 oz. bag of Country Pride flour on sale for $2.15.

Use the information from the chart to answer the questions.

2) Which store has the best buy? ____________________
How can you tell? ____
____

3) Which store has the worst buy? ____________________
How can you tell? ____
____

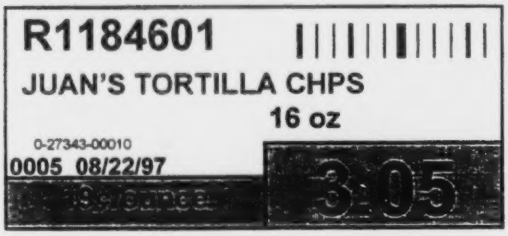
4) What type of product is being compared? ____________________

5) What is the unit of measure used for the product? ______________

1R19 Unit Price Tab Practice Page *(Not for verification)*

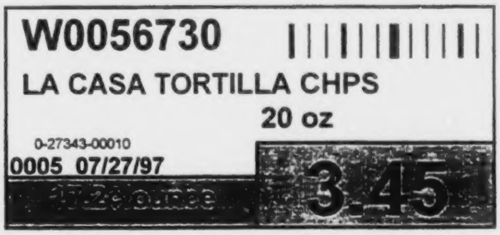
Read the unit price tabs below and answer the questions

Tab A



R1184601
JUAN'S TORTILLA CHPS
16 oz
0-27343-00010
0005 08/22/97
19¢/ounce
3.05

Tab B



W0056730
LA CASA TORTILLA CHPS
20 oz
0-27343-00010
0005 07/27/97
17.2¢/ounce
3.45

1) What are the names of the products? ______________________

____

2) What is the unit of measure for each product? ______________

3) How much does each product weigh? ____________________

4) How much does the product on Tab A cost? ________________

5) How much does the product on Tab B cost? ________________

6) What is the unit price for the product on Tab A? ____________

7) What is the unit price for the product on Tab B? ____________

8) Which product is the better buy? _______________________

9) Why is this product the better buy? _____________________

____

BEST COPY AVAILABLE

1R19 Verification Page 1 *(Include this page in portfolios)*

Name:______________________ **Date:** __/__/__

Use these ads to fill in the chart and answer questions on the next page.

SUPER FOODS

12 oz. Cans

Campbell's Soups
All Flavors

ONLY $1.39

Price Good at Pearl St. Store Only
Sale Ends 10/24/96

Corner Market

12 oz. Cans

Campbell's Soups
Chicken Noodle Flavor

ONLY $1.49 Reg. $1.69

Prices Good Through Sunday Oct. 11th

FOOD TOWN
Weekly Specials

8 oz. Cans **Only $1.59**

Campbell's Chicken Noodle Soup

1R19 Verification Page 2

Name:______________________ **Date:** __/__/__

1) Use the ads from the previous page to fill in the chart

Store Name	Product Name	Price	Size	Best Buy

2) Do all Super Foods Stores have the same price on the soup? ________
How can you tell? ______________________________

____

3) On October 12th could you buy a 12 oz. can of Campbell's Chicken Noodle Soup at Corner Market for $1.49? ________
Why or why not? ______________________________

____

4) In the chart above, you marked the store that has the best buy on soup. Tell why you chose that store as having the best buy. ____________

____

____

____

____

____

Office of Adult Education
Colorado Department of Education

1R19 Verification Page 3

Name:____________________ **Date:** __/__/__

Use the unit price tabs below to answer the questions.

Tab A	Tab B
R1184601 **MAMA'S VEGETABLE SOUP** **8 oz** 0-27343-00010 **0004 12/02/97** [illegible] ounce **1.75**	**W0056730** **COUNTRY PRIDE VEGETABLE SOUP** **12 oz** 0-27343-00010 **0003 11/27/97** [illegible] ounce **2.05**

1) What are the names of the products? ____________________

____

2) What is the unit of measure for each product? ____________________

3) How much does each product weigh? ____________________

4) How much does the product on Tab A cost? ____________________

5) How much does the product on Tab B cost? ____________________

6) What is the unit price for the product on Tab A? ____________________

7) What is the unit price for the product on Tab B? ____________________

8) Which product is the better buy? ____________________

9) Why is this product the better buy? ____________________

____

10) Is a cheaper product always the better buy? ____________________
Why or why not?______________________________

____

1R20

Read, Comprehend, Compare, and Respond to Fictional Works from Various Ethnic Backgrounds, such as Poems, Folk Tales, Legends, Myths, Plays, and Stories (Compare and Contrast)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1,2,3,4,5
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 1,2,3,4,5,6
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullets 1,2,4

Related Competencies: 1R20, 1R2, 1W4, 1W5, 1W6

SKILLS NEEDED: This competency requires that students read, comprehend, and write complete sentences and find details in fictional material.

VOCABULARY: assistant, author, bandits, bandana, briefly, character, compare, comprehend, create, culture, customer, deeds, describe, descriptive, dialogue, differences, ethnic, event, fiction, folk tale, genre, handsome, hero, heroic, heroine, humorous, legend, literature, lovely, melodrama, myth, narrator, nature, non-fiction, novel, paragraph, plot, poem, pretend, region, rhyme, romantic, sheriff, similarities, situation, stage, stereotype, story, text, tired, traveler, trusty, village, wagon driver

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

You will need to find copies of selected works, suitable for classroom reading and practice exercises, representing each genre of literature (see the resource list on pg. 218).

1R20

STEPS:

NOTE: The following steps are guidelines. Please use the materials and methods of instruction for these concepts that work best for you and your students. This lesson is not designed to be completed in one class meeting; provide ample time for students to read and become familiar with each genre before moving to the next.

1) Establish that there are various forms of literature in our world. A piece of literature can be a comic book, a magazine, a newspaper, a textbook, or a novel. Ask students what types of literature they read. Answers may range from "nothing" to "novels," but the point is to get students to think of various types of written material. Each category of written material is called a ***genre*** (pronounced SHJAN-ra).

2) Describe the difference between fiction and non-fiction. Tell students that written materials based on true facts (newspaper articles, textbook information or biographies) are called non-fiction. Written materials that have been created out of the imagination (most comic books, many novels, and many stories) are called fiction.

3) ***Stories*** are the most common works of fiction (note that some stories are non-fiction, and usually point this out in their introduction). A story is the telling of an event, series of events, or a situation. Stories can be as short as two paragraphs, or as long as a 300-page novel. People who write stories are called ***authors***. All stories have the following:

a) A plot: This is the order of events, or the basic idea of how the story unfolds.

> **Example:** In the story called ***Little Red Riding Hood***, the plot is that a little girl meets a mean wolf on the way to her grandmother's house. The wolf tries to outsmart the little girl, and then both the girl and her grandmother are saved by a passing woodsman.

Point out that though the plot tells a shortened version of the story, it does not tell the story with all the details. Ask students to tell the plots of other commonly known stories. (This concept may require more practice time than **b** and **c**.)

b) Characters: These are the people, animals, or objects that take part in the story. If a story involves one character the most, then that character is called the main character.

> **Example:** In ***Little Red Riding Hood***, the characters are the little girl (Red Riding Hood), the wolf, the grandmother, and the woodsman. The main character is the little girl (Red Riding Hood).

Ask students to name and describe characters from other commonly known stories.

1R20

c) **Setting:** The setting is where the story takes place. A story can have more than one setting.

> **Example:** In ***Little Red Riding Hood***, the settings are the woods and grandmother's house.

Ask students to describe settings from other commonly known stories.

Hand out copies of the 1R20 Story Practice Page, along with copies of a suitable story for students to use, and ask students to complete the exercise. Remember that the story you select for this activity should have an obvious plot, easy to recognize characters, and an easily describable setting. Have students share their answers before moving to the next step.

4) ***Folk Tales*** are stories that come from a specific culture or part of the world. They are stories that were once passed along through oral sharing, but have been written down in more modern times. The plot, characters and settings are specific to the people and regions from which the stories come, and usually contain a lesson for the people. Because they were originally oral, folk tales sometimes have no author.

> **Example:** Native American folk tales

Hand out copies of the 1R20 Folk Tales Practice Pages, and ask students to complete the exercise. Have students share their answers before moving to the next step.

5) ***Myths*** are usually ancient stories dealing with supernatural beings, ancestors, or heroes. These stories were used as a way to explain aspects of the natural world that were beyond human control and creation (e.g.: thunder and lightning).

> **Example:** The myths of the Greek gods

Read two short myths from different ethnic backgrounds, and ask students to point out the differences and similarities in both myths. Hand out copies of the 1R20 Myths Practice Pages, and ask students to complete the exercise. Have students share their answers before moving to the next step.

6) ***Legends*** are stories about historical people that have been handed down from earlier times. The main characters are people who have performed brave acts or have done something out of the ordinary.

> **Example:** The legends of Wyatt Earp

Hand out copies of the 1R20 Legends Practice Pages, and ask students to complete the exercise. Have students share their answers before moving to the next step.

1R20

7) ***Plays*** are stories that are written for stage performance.

Example: "Grease" was a play before it became a movie.

The written form of a play is different from that of a story. In a story, the characters' words are part of the text; in a play, each characters' words are on separate lines that begin with the characters' names. In a story, the setting is described as part of the story; in a play, the setting is given as directions on how to prepare the stage. In a story, the characters' actions are described as part of the story; in a play, the actions are given as directions for the actors while they are on stage. Write a sample section of dialogue on the board for demonstration.

Example: The curtain opens to show two people sitting in a classroom.
Bree: "Hi Patricio, did you hear about the ants that ran across the top of the cookie box?"
Patricio looks at Bree and smiles.
Patricio: "Why did they do that?"
Bree: "Because the directions said *tear across top*!"

Setting directions
Character name
Stage directions
Dialogue

Some types of plays are called ***melodramas***. A melodrama is usually a humorous romantic play with "good guys," and "bad guys." The characters in a melodrama are usually stereotyped personalities, sometimes without actual names.

Hand out copies of the 1R20 Plays Practice Pages, and ask students to complete the exercise. Have students share their answers before moving to the next step.

8) ***Poems*** are compositions of words that are used to describe an experience, an idea, or an emotion in an imaginative way. Poems follow a different writing form than stories. They are written in lines and verses, and each line begins with a capital letter.

Example: Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed,
To see such sport,
And the dish ran away with the spoon.

Some poems have a special message, while others are simply for fun. Poems can use a word pattern called ***rhyming***. When words rhyme, it means they sound the same.

Example: *Moon*, *spoon*, and *loon* all sound the same, and so these words rhyme.

1R20

Write a word on the board, and ask students to name three or four words that rhyme. Read a few different styles of poems to students, and tell them that poetry can be a fun and creative way to express many ideas. Hand out copies of the 1R20 Plays Practice Pages, and ask students to complete the exercise. Have students share their answers before moving to the next step.

9) For extra practice, review the information in steps 3-8. Then ask students to work in small groups, and have each group create a short story, folk tale, legend, myth, short play, or poem. Ask each group to share their work with the class.

10) **VERIFICATION:** Ask students to complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1R20 Resources

NOTE: All books on this list are available from each of the Office of Adult Education's Resource Centers. Contact your regional resource center for information.

Publisher	Book Title
Contemporary Books, Inc. Department S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Expressions: Stories and Poems** (The teacher's guide is recommended.)
Dominie Press, Inc. 11568 Sorrento Valley Rd. Suite. 12 San Diego, CA 92121 1-888-366-4643 FAX: 312-782-7462	**Tales from Around the World**
Globe Book Company 190 Sylvan Ave. Englewood Cliffs, NJ 07632 1-800-223-2336	**Multicultural Literature Collection:** **Chinese American Literature** **African American Literature** **Mexican American Literature** (Series includes stories, poetry, and plays)
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**World Folktales**
New Readers Press Box 131 Syracuse, NY 13210	**Timeless Tales: Myths**
Williamson Publishing P.O. Box 185 Charlotte, VT 05445 1-800-234-8791	**Tales Alive!** (Multicultural folk tales with activities.)

1R20 Stories Practice Page *(Not for verification)*

Use a story chosen by your teacher to complete the exercise.

a) What is the title of the story? ______________________________

b) Who is the author of the story? ______________________________

c) Name the characters in the story: ______________________________

____

d) Who is the main character? ______________________________

e) Briefly describe the main character: ______________________________

____

____

f) What is the setting of the story? ______________________________

g) Briefly tell the plot of the story: ______________________________

____

____

____

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Colorado Department of Education

1R20 Folk Tales Practice Page *(Not for verification)*

Use a folk tale chosen by your teacher to complete the exercise.

a) What is the title of the folk tale? ______________________________

b) Does the folk tale have an author? ____
If yes, who is the author? ______________________________

c) Name the characters in the folk tale: ______________________________
____

d) Who is the main character? ______________________________

e) Briefly describe the main character: ______________________________
____
____

f) What is the setting of the folk tale? ______________________________

g) Briefly tell the plot of the folk tale: ______________________________
____
____
____
____
____
____

h) From which people and region of the world does this folk tale come?
____

i) What is the lesson of this folk tale? ______________________________
____
____

KW 6/96

1R20 Myths Practice Page *(Not for verification)*

Use a myth chosen by your teacher to complete the exercise.

a) What is the title of the myth? ______________________________

b) Does the myth have an author? ____
If yes, who is the author? ______________________________

c) Name the characters in the myth: ______________________________
____

d) Who is the main character? ______________________________

e) Briefly describe the main character: ______________________________
____
____

f) What is the setting of the myth? ______________________________

g) Briefly tell the plot of the myth: ______________________________
____
____
____
____
____
____

h) From which people and region of the world does this myth come?
____

i) What part of nature is described by this myth?
____
____

1R20 Legends Practice Page *(Not for verification)*

Use a legend chosen by your teacher to complete the exercise.

a) What is the title of the legend? ______________________________

b) Does the legend have an author? ____
If yes, who is the author? ____________________________________

c) Name the characters in the legend: ___________________________
____

d) Who is the main character? __________________________________

e) Briefly describe the main character: __________________________
____
____

f) What heroic actions does the main character do?
____
____

g) What is the setting of the legend? ____________________________

h) Briefly tell the plot of the legend: ___________________________
____
____
____
____
____

i) From which people and region of the world does this legend come?
____

1R20 Plays Practice Page *(Not for verification)*

Use a play chosen by your teacher to complete the exercise.

a) What is the title of the play? ____________________

b) Who is the author of the play? ____________________

c) Name the characters in the play: ____________________

____

d) Who is the main character? ____________________

e) Briefly describe the main character: ____________________

____

____

f) What is the setting of the play? ____________________

g) Briefly tell the plot of the play: ____________________

____

____

____

____

____

h) Write two lines of dialogue from the play.

____

____

i) Write one of the stage directions from the play.

____

____

1R20 Poems Practice Page *(Not for verification)*

Use a poem chosen by your teacher to complete the exercise.

a) What is the title of the poem? ______________________________

b) Who is the author of the poem? ______________________________

c) What is the poem about? ______________________________
____
____

d) Are there rhyming words in the poem? ______
If yes, write two words from the poem that rhyme: ______________
____

e) Write three of the descriptive words from the poem: ______________
____

f) Write a four to six line poem with rhyming words at the end of each line.
____
____
____
____
____
____

1R20 Verification Page 1

Name: ______________________ **Date:** __/__/__

Stories

Pretend you are going to write a story. Complete the following exercise by making up each part of the story.

a) Make up a main character for the story.

1) Character's name: ______________________
2) Character's age: ______________________
3) Character description: (describe how your character looks)

____
____
____

b) Make up a setting for the story and tell how your setting looks.

____
____
____
____

c) Make up a plot for the story and write a short description of the plot.

____
____
____
____
____
____

d) Is your story a fiction or non-fiction story? ______________
Why is that so? ______________________

____
____
____

1R20 Verification Page 2

Name:____________________________ **Date:** __/__/__

THE ELVES AND THE SHOEMAKER

Read the following, then answer the questions.

Once upon a time there lived a poor shoemaker. He was very sad because he was growing old and could not see well. He could not make shoes as well as he used to. One night he went to bed without fixing a pair of shoes. In the morning he found the job done. During the day he put out all the tools and leather needed to make a new pair of shoes.

"Tomorrow morning, when it is sunny and bright, I will work on them," he thought.

But the next morning, instead of the leather he had left the night before, the shoemaker found a beautiful pair of new shoes. A customer came by the shop, and saw the nice pair of shoes. The customer liked them very much and paid the shoemaker twice the price for the shoes.

The shoemaker wondered who had made the shoes. That night, he left out some more leather and the next morning he found another shiny and perfect pair of new shoes. He sold them for a good price. Now the shoemaker left out leather and tools for his secret helper every night, and every morning he found a new pair of shoes. Soon, the shoemaker saved up a nice amount of money. When his wife saw all the money, she asked him where he had gotten it. The shoemaker told her about the secret helper.

"Let's wait until dark, " she said. "We will hide and find out what is going on."

And so the shoemaker and his wife hid. At midnight, they saw two elves sneak into the shop. The elves quickly made a new pair of shoes. It was winter and the elves shivered while they worked because their clothes were old and full of holes.

"Poor fellows! They must be very cold," the shoemaker's wife whispered. "Tomorrow, I will make them two wool jackets. That way they will be warm and maybe, instead of one pair of shoes, they will make two!"

The next night, along with the leather, the two elves found two red jackets with gold buttons. They put on the jackets and were very happy. They danced and sang.

"What beautiful jackets! We'll never be cold again," they said.

But when one of the elves said: "Let's get to work now," the other answered:

"Work? What for? With two jackets like these we are rich. We will never need to work again."

So the two elves left the shop and never came back.

Adapted from: *http://www.geog.umd.edu/EdRes/ReadingRoom/Fiction/FairyTales/elves-shoemaker*

1R20 Verification Page 3

Name:________________________ **Date:** __/__/__

Answer the questions about ***The Elves and the Shoemaker***.

1) Fill in the blank with the word *poem*, *folk tale*, *myth*, *legend*, or *play*.
The Elves and the Shoemaker is a ________________.

2) Who were the main characters in ***The Elves and the Shoemaker***?
____

3) What was the setting of ***The Elves and the Shoemaker***?
____

4) How did the shoemaker find the secret of the new shoes?
____

5) Why do you think the elves helped the shoemaker?
____

6) Why did the shoemaker's wife want to make coats for the elves?
____

7) Why did the elves stop making shoes?
____
____

8) What do you think is the lesson from ***The Elves and the Shoemaker***?
____
____

9) If you were the shoemaker, what would you have done differently?
____
____

10) Do you think ***The Elves and the Shoemaker*** is fiction or non-fiction?
____

Why do you think so? ________________________________
____

1R20 Verification Page 4

Name:____________________________ **Date:** __/__/__

THE BEGINNING OF FIRE

(from the Southwest Jicarilla Apache Native American Tribe)

Read the following, then answer the questions.

Long, long ago, the only fire on Earth belonged to the fireflies (ko-na- tcic-a). The smart Fox planned a way to get fire for the world. One day, he went to visit the geese (te-tl) to learn how to fly. They said they would teach him. They made a way to put wings on his back, and told him never to open his eyes when he flew.

One day, they flew over the fireflies' village. The light from the fireflies made Fox open his eyes. Suddenly his wings fell off! He fell from the sky and landed in the firefly village. Two fireflies came to see if he was O.K., and he gave each one a necklace of juniper berries, (katl-te-i-tse).

Fox asked the fireflies to tell him how he could leave the village. They led him to a cedar tree, and told him it would bend down and throw him out of the village when he asked. That evening, Fox said to the fireflies, "Let's have a festival where we can dance and I will make the music."

They thought that was a good idea, and helped to gather wood to build up a big fire. Secretly, Fox tied a piece of tree bark to his tail. Then he made a drum and beat it with a stick for the dancing fireflies. Slowly, he moved closer and closer to the fire. Fox pretended to get tired from beating the drum. He gave it to some fireflies who wanted to help make the music. Fox put his tail into the fire and lit the bark.

"It is too warm here for me, I must find a cooler place," he said. Fox ran to the cedar tree calling, "Bend down to me, cedar tree, bend down!"

Down bent the cedar tree and it threw him away from the village. Then he ran, and the fireflies chased him. As Fox ran along, the bushes next to his path caught fire from the burning bark tied to his tail. Fox got tired and gave the burning bark to Hawk, (i-tsarl-tsu- I). Hawk carried it to brown Crane, (tsi-nes-tso-I). Crane flew far, scattering fire sparks everywhere. This is how fire first spread over the earth. The fireflies chased Fox to his hole and said, "Your punishment for stealing fire is that you will never be able to use it for yourself."

For the Apache nation, this too was their first fire. Soon they learned to use it for cooking food and keeping themselves warm in winter.

Adapted from: *http://www.indians.org/welker/origfire.htm*

1R20 Verification Page 5

Name:______________________________ **Date:** __/__/__

Answer the questions about ***The Beginning of Fire***.

1) Fill in the blank with the word *poem*, *folk tale*, *myth*, *legend*, or *play*.
The Beginning of Fire is a ____________________.

2) Who were the main characters in the ***The Beginning of Fire***?
____

3) How did the fox see the fireflies?
____
____

4) Why did the fox fall out of the sky?
____

5) How did the fox get the fire?
____
____

6) How did the fire spread around the world?
____
____

7) ***The Beginning of Fire*** describes the origin of ____________________

8) What group of people created ***The Beginning of Fire***?
____

9) Why do you think they created ***The Beginning of Fire***?
____
____

10) Do you think ***The Beginning of Fire*** is fiction or non-fiction?
____
Why do you think so? ____
____

1R20 Verification Page 6

Name:______________________________ **Date:** __/__/__

PECOS BILL

(from the cowboys of Texas)

Read the following, then answer the questions.

Pecos Bill was born in Texas. Bill's mother knew he was special. She took milk from a mountain lion to feed him. When Bill was a year old, Bill's brother ran up to his father in the field. 'Hurry! There's a mountain lion in the cabin! And Bill's all alone with him!"

"Well," said the father. "That fool lion better not expect help from me!" When the father came home later that day, Bill was quite busy. He was cooking up lion steaks for the family.

One day, Bill's father decided to move. "Too many people here. New neighbors moved in fifty miles from us." Just after the family wagon crossed the Pecos River, Bill fell out of the wagon. There were a dozen children in Bill's family. With so many others, it was weeks before anyone realized Bill was gone.

Bill crawled around in the desert for a while. At last he saw a friendly pack of coyotes. First he showed them he was boss. Then he let them teach him everything they knew. He ran with the coyotes on moonlit nights. He slept with them in their rock dens. In the evenings, he and the coyotes howled a song to the stars.

These were happy days for Bill. After eight years with them, he believed he was a coyote, too. That's why he had such a hot argument with a cowboy one-day. That cowboy was sure surprised to see a ten-year-old boy making noises like a coyote. First the cowboy threw Bill a piece of tobacco. Bill liked it, so he didn't bite the man. Then the cowboy spent three days teaching Bill to talk like a human. After that he spent three more days telling Bill he was a human, not a coyote.

"I sure am a coyote! I can howl the moon down from the sky. And I can run faster than a deer," argued Bill.

"All Texans can howl. But do you have a coyote's bushy tail?"
asked the cowboy.

Bill looked around. He was surprised to see he didn't have a coyote's tail. "Well, maybe I lost it somewhere."

'No, siree. Shoot, you're a human being from top to bottom. Come be a cowboy like us," said the cowboy.

"I must be human, then. And I guess I'd best run with my own kind." Bill sadly told his coyote friends good-bye. Then, riding on his mountain lion, he joined the cowboy. On the way they saw a big rattlesnake. The cowboy quickly rode off, but Bill grabbed the snake with his hands. He whipped the snake around and around until it was thirty feet long. Then he made a lasso with the snake. On his way to the ranch, he caught several animals with the snake rope.

231

1R20 Verification Page 7

Name:____________________________ **Date:** __/__/__

PECOS BILL Cont'd.

"I never saw anybody catch animals like that with a snake," said the cowboy in surprise.

"That's because I just invented the lasso," responded Bill.

That wasn't the end of it. He invented all kinds of things to make the cowboy's life easier. He showed them how to rope cattle and taught the cowboys how to sing cowboy songs. "I used to love howling at the moon. I'll make up some tunes to sing while we're riding at night." Pecos Bill wrote all the best cowboy songs, like "Home on the Range' and 'Git Along Little Doggies."

Bill was a big hero, but he wanted more to life. He was walking near the Rio Grande one day when he saw a huge catfish jump out of the water. On its back was a pretty, brown-haired girl.

"Hey, look at Slue-Foot Sue ride that fish!" cried out another cowboy. Pecos Bill felt his heart go up to his head, down to his feet, and back home again. He knew this was the girl for him. He jumped into the water and grabbed Sue off the fish. 'You're the girl I want to marry!" She agreed. She knew at once that he was the strongest, smartest cowboy in Texas.

You'll be glad to know that Slue-Foot Sue and Pecos Bill had a fine life. No one knows how Pecos Bill died, or if he died. Next time you are in Texas, go out late at night. Listen to the coyotes howl at the moon. And realize that maybe Bill is singing right along with them.

Jeanne B. Becijos, **Tales From Around the World,** Dominie Press, Inc., 1991
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1R20 Verification Page 8

Name:______________________ **Date:** __/__/__

Answer the questions about ***Pecos Bill***.

1) Fill in the blank with the word *poem*, *folk tale*, *myth*, *legend*, or *play*.
Pecos Bill is a ________________.

2) What was the setting of ***Pecos Bill***?
____

3) Where did Bill learn to howl?
____

4) What were some of the things that Bill invented?
____
____

5) List two of the brave things that Bill did.
____
____

6) Do you think Pecos Bill could have been a real cowboy? __________
Why or why not? ______________________________
____
____
____

7) Do you think there is a lesson in ***Pecos Bill***? __________
Why or why not? ______________________________
____
____

8) Do you think ***Pecos Bill*** is fiction or non-fiction? __________
Why do you think so? ______________________________
____

233

1R20 Verification Page 9

Name:___________________________ **Date:** __/__/__

HORATIO HOEDOWN

Read the following, then answer the questions.

Characters: Narrator, Horatio Hoedown (HO-ra-SHI-o HO-down), Wagon Driver, Trusty Assistant, Tired Horses, Lovely Traveler, Three Bandits, Handsome Sheriff

Setting: A hot day in the middle of the Wild West frontier on a wagon trail. There are saguaro cactus and large boulders behind the wagon. As the curtain comes up, we see the Lovely Traveler inside the wagon, and the Driver and Trusty Assistant holding the reigns, sitting on top of the wagon.

Wagon Driver: Git on up there horses, there are bandits around here!
Tired Horses: Grunt, grunt, sneeze.
Trusty Assistant: We got to get to Santa Fe before sundown today, right boss?
Wagon Driver: Yup! The little miss inside has a wedding to get to.
The Lovely Traveler calls out from inside the wagon.
Lovely Traveler: Sir! Can we speed up, I don't want to be late for my own wedding!
Wagon Driver: Yes ma'am, we're going as fast as we can.
Trusty Assistant: Giddy up!
Tired Horses: Grunt, grunt, sneeze.
Narrator: Suddenly, three bandits jump out in front of the horses.
Wagon Driver: Woah!
Trusty Assistant: Oh, No!
Tired Horses: Grunt, grunt, sneeze.
The Lovely Traveler screams from inside the wagon.
Lovely Traveler: Eeeek!
Narrator: The wagon stops, and the three bandits pull out their guns.
Three Bandits: Grrr, hisss, spitooie!
Wagon Driver: These guys look mean.
Trusty Assistant: Boss I'm scared.
Three Bandits: Give us the loot and we'll leave you alone.
The Lovely Traveler screams again.
Lovely Traveler: Eeeek!
Wagon Driver: We'll give ya what we got, just leave her alone.

1R20 Verification Page 10

Name:__________________________ **Date:** __/__/__

HORATIO HOEDOWN Cont'd.

Three Bandits: Maybe we will just have to take her too! Ha ha ha!

Lovely Traveler: Eeeek! Eeeek! Eeeek!

Narrator: As the bandits scare the Lovely Traveler, a gunshot is heard, and a man on a white horse rides over the ridge.

Wagon Driver: It's the sheriff! *(The wagon driver points to the left of the stage.)*

Trusty Assistant: You guys are finished.

The bandits turn around to see where the Driver is pointing.

Three Bandits: Oh no, RUN!

Narrator: But it is too late for the bandits to escape. As soon as they try to run, the sheriff throws his lasso, and ropes all three of them at once.

Handsome Sheriff: You boys going somewhere?

Three Bandits: Grrr, hisss, spitooie!

Handsome Sheriff: I've got a special room for you three at the jail!

Lovely Traveler: Oh my, what a brave man, I'm saved!

Wagon Driver: Thanks sheriff.

Trusty Assistant: Nice job sheriff, now we can take this lovely lady to her wedding!

Handsome Sheriff: Sorry fellows, you'll take the bandits to the jail, I'll be taking the lady.

Wagon Driver: Why, sheriff?

Narrator: The sheriff takes off his big hat and bandana.
The Lovely Traveler screams, but this time it is not from fear.

Lovely Traveler: Oh my! Horatio Hoedown! It is you!

Wagon Driver: What do ya know!

Trusty Assistant: So that's who she's gonna' marry.

Horatio Hoedown: Gentlemen, take care of these bandits; I have a wedding to get to.

Narrator: The sheriff helps his lady up onto his horse and they ride off to the next town followed by the wagon and the bandits who are tied up and sitting inside.

Wagon Driver: Git on up there horses!

Tired Horses: Grunt, grunt, sneeze.

Trusty Assistant: Ya-hooo!

The End

KW 6/96

1R20 Verification Page 11

Name:__________________________ **Date:** __/__/__

Answer the questions about ***Horatio Hoedown***

1) Who were the main characters in ***Horatio Hoedown***?

____

2) What was the setting of ***Horatio Hoedown***?

____

3) Fill in the blanks with the correct words: *poem*, *folk tale*, *myth*, *legend*, *play* and *melodrama*.

Horatio Hoedown is a type of _________________ called a ________________.

Why is it called that? ____________________________________

____

4) Write a line of dialogue that you found funny.

____

____

5) Write one of the stage directions from the play.

____

____

6) Write three similarities between ***Horatio Hoedown*** and ***Pecos Bill***.

____

____

____

7) Write three differences between ***Horatio Hoedown*** and ***Pecos Bill***.

____

____

____

____

1R20 Verification Page 12

Name:____________________________ **Date:** __/__/__

Read the following, then answer the questions.

KNOWING *by Ruth Yaffe Radin*

You can't know tires
Till you see their tracks.
You can't know ducks
Till you hear their quacks.
You can't know stamps
Till you lick their glue.
You can't know people
Till you see what they do.

1) Fill in the blank with the word *folk tale*, *myth*, *poem*, *legend*, or *play*.
Knowing is a ____________________.

2) Who is the author of the ***Knowing***? ____________________________

3) What is the poem about? ____________________________________

4) How can you tell when you ***know*** something? __________________

5) Does the poem have words that rhyme? ______
If yes, write all the words from the poem that rhyme: ______________

Ruth Yaffe Rasdin; **Sky Bridges and Other Poems,** New Readers Press, 1993
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237

Level 1

Writing

Competencies

Colorado Department of Education
K-8 Standards Index
for
Level 1 ABE Writing

ABE Competency	CDE Standard
1W1	*CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 2* *CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1W2	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5* *CDE Math Standard 1: GRADE LEVEL K-4, bullet 2*
1W3	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 2, 5, 6* *CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1W4	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1W5	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5*
1W6	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 4, 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1W7	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 3, 4, 5* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1W8	*CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1* *CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*
1W9	*CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5* *CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5* *CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5*

1W1

Endorse a Check

CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 2
CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R6, 1W2, 1M8

SKILLS NEEDED: This competency requires that students can write their signatures.

VOCABULARY: account, cash a check, checking, deposit, driver's license, identification, paycheck, savings, signature, teller, valid, withdrawal

MATERIALS: copies of the practice page, copies of the verification page, sample checks from a bank, copies of the 1W1 sample checks, vocabulary flash cards

1W1

STEPS:

1) Write your signature on the board. Establish that signatures are the way people sign their names. Signatures are used to identify individuals because all people have a unique and different way of writing their names. Have students practice their signatures on scratch paper. Encourage students to write their signatures in cursive (some students may need to practice writing in cursive). Have students write their signatures on the board to compare similarities and differences.

2) Establish that all important documents (leases, bank loans, job applications, and medical forms) must have a person's signature in order to be considered legal. A check cannot be cashed until it has been signed by the person to whom it is written. Signing the back of a check is called ***endorsing***. Let students know that if they take a check to the bank or store to be cashed, they must endorse it in the correct place or it will not be cashed. Point out that the endorsement signature must match the name to whom the check is written.

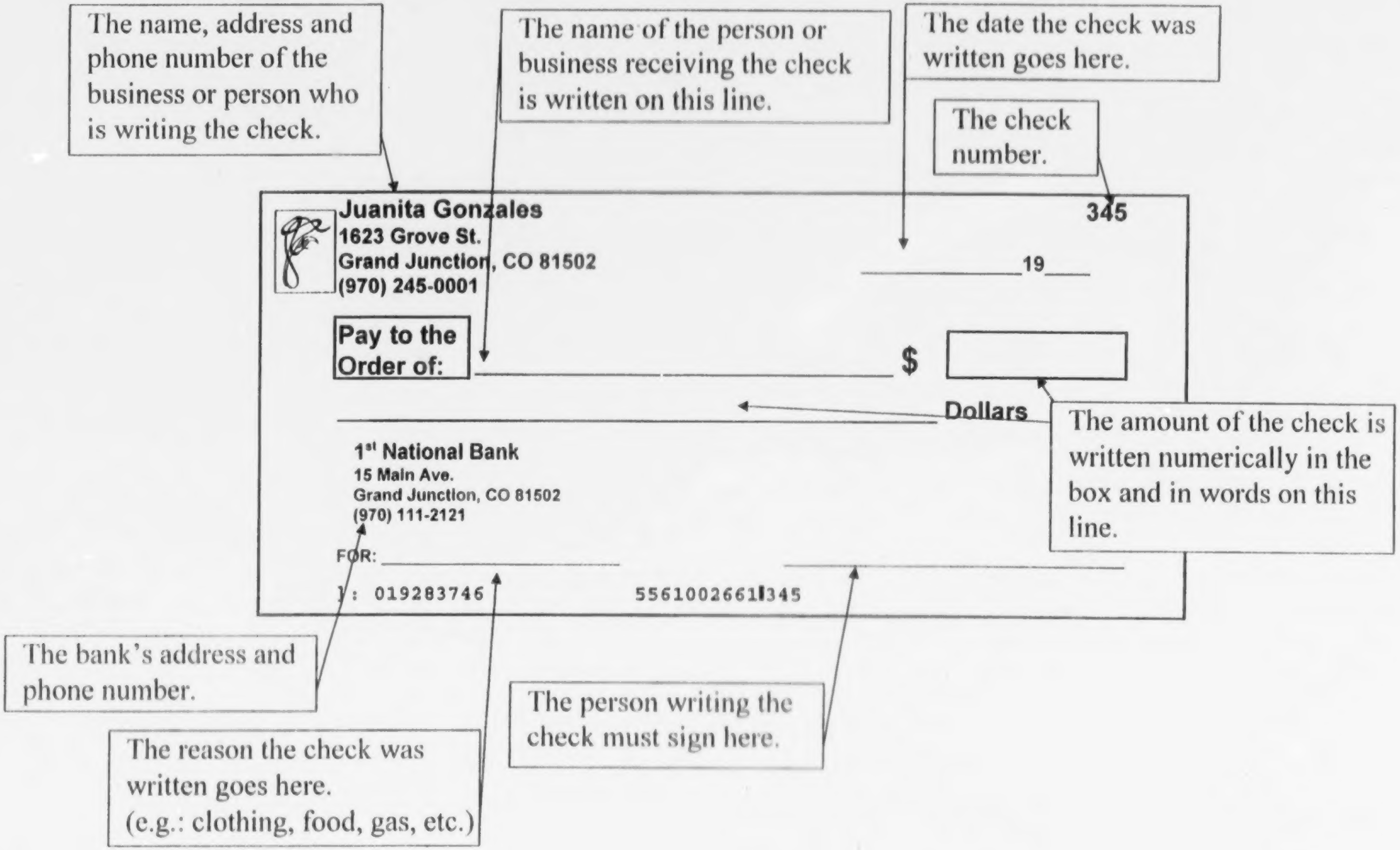
Example: Robert's nickname is ***Berto***. His paycheck is written to Robert Fraser. In order to cash his check, he must endorse it using his ***Robert Fraser*** signature. If he signs it ***Berto***, he will probably not be able to cash it.

Warn students that they should not endorse their checks until they are in a bank or other cashing location. That way if they loose their checks, it will be harder for someone else to cash them.

3) Draw the front and back of a sample check on the board using the 1W1 sample checks as models. Explain the sections on both sides of the check using the examples on the following pages. Complete the information on the front of the check. Next, demonstrate the correct place to endorse the back of the check.

1W1

Example: The front of a check:



The name, address and phone number of the business or person who is writing the check.

The name of the person or business receiving the check is written on this line.

The date the check was written goes here.

The check number.

Juanita Gonzales
1623 Grove St.
Grand Junction, CO 81502
(970) 245-0001

345

________________19____

Pay to the Order of: ________________________ **$** ☐

________________________________ **Dollars**

1st National Bank
15 Main Ave.
Grand Junction, CO 81502
(970) 111-2121

FOR: ________________ ____________________

1: 019283746 5561002661 345

The amount of the check is written numerically in the box and in words on this line.

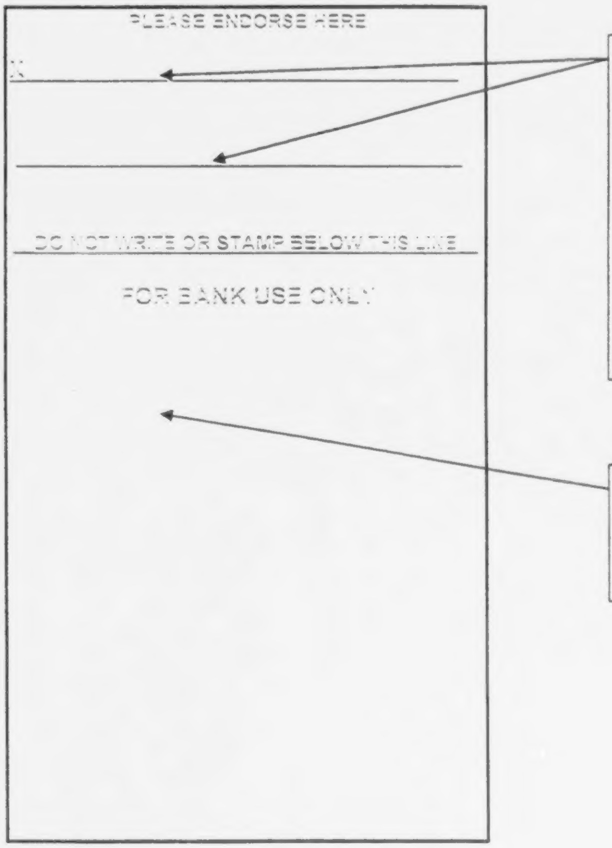
The bank's address and phone number.

The reason the check was written goes here. (e.g.: clothing, food, gas, etc.)

The person writing the check must sign here.

1W1

Example: The back of a check:



The endorsement signature goes on one of these two lines. If you have a bank account, it is also a good idea to write your account number in this area. Some banks require that the account number be written here before the check is cashed.

This area is for the bank's use. No writing should be done in this area.

4) Give students copies of the practice page and have them complete the exercise using copies of the 1W1 sample checks. Review answers before having students do the verification.

5) VERIFICATION: Have students complete the verification pages.

Place the students' final self-corrected verification pages in their portfolios.

1W1 Resources

Publisher	Book Title
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Working Makes Sense (3rd edition)**
National Textbook Co. 4255 W. Touhy Ave. Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Basic English for Adult Competency** **A Writing Book**

1W1 Sample Check 1 (front and back)

Juanita Gonzales
1623 Grove St.
Grand Junction, CO 81502
(970) 245-0001

345

June 4 1998

Pay to the Order of: ______________________ $ **43.56**

Forty Three and ^{56}/100 **Dollars**

1st National Bank
15 Main Ave.
Grand Junction, CO 81502
(970) 111-2121

FOR: Gift

Juanita Gonzales

⑆ 019283746 5561002661⑈345

PLEASE ENDORSE HERE

X

DO NOT WRITE OR STAMP BELOW THIS LINE

FOR BANK USE ONLY

1W1 Sample Check 2 (front and back)

345

138 Mesa Drive
Grand Junction, CO 81502
(970) 245-0101

July 11 98

Pay to the
Order of: $ 76.44

Seventy Six and 44/100 Dollars

1st National Bank
15 Main Ave.
Grand Junction, CO 81502
(970) 111-2121

FOR: Gift

I: 019283746 5561002661I345

PLEASE ENDORSE HERE

DO NOT WRITE OR STAMP BELOW THIS LINE

FOR BANK USE ONLY

248

1W1 Practice *(Not for verification)*

Teachers: use copies of the 1W1 Sample Checks or sample checks from your local bank, and ask students to complete this exercise and answer these questions.

Practice A (Use 1W1 Sample Check 1)

1) Students write the check to themselves on the appropriate line.

2) Students endorse the check in the appropriate place.

Practice B (Use 1W1 Sample Check 2 so that students can write their names on the line above the address.)

1) Have students work in pairs.

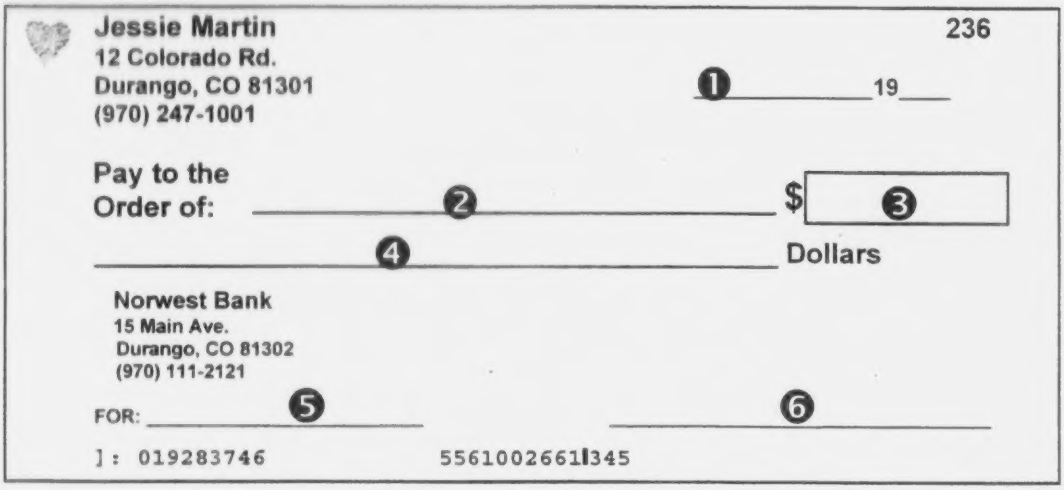
2) Ask a student to write Sample Check 2 to his partner and ask his partner to endorse it.

3) Have students switch roles and repeat the process.

1W1 Verification Page 1

Name:________________________ **Date:** __/__/__

Use the following pictures of checks to complete this exercise and answer the questions.



Jessie Martin
12 Colorado Rd.
Durango, CO 81301
(970) 247-1001

236

❶__________19___

Pay to the Order of: ______❷__________ $ ❸

______❹__________ Dollars

Norwest Bank
15 Main Ave.
Durango, CO 81302
(970) 111-2121

FOR: ______❺______ ______❻______

]: 019283746 5561002661I345

1) What should be written on line ❶?

____

2) What should be written on line ❷?

____

3) What should be written on line ❸?

____

4) What should be written on line ❹?

____

5) What should be written on line ❺?

____

1W1 Verification Page 2

Name:______________________ **Date:** __/__/__

6) What should be written on line ❻?

____

7) Endorse the following check.

PLEASE ENDORSE HERE

X ______________________________

____

DO NOT WRITE OR STAMP BELOW THIS LINE

FOR BANK USE ONLY

8) Why do checks need to be endorsed?

____

____

1W2

Write the Numbers 1-100 in Words

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
CDE Math Standard 1: GRADE LEVEL K-4, bullet 2

Related Competencies: 1R11, 1M3

SKILLS NEEDED: This competency requires that students can count orally from one to one hundred.

VOCABULARY: digits, hyphen (-), hyphenate, numbers, numerals, sequence

MATERIALS: copies of the practice page, copies of the verification page, three sets of 3x5 inch note cards (100 cards per set), vocabulary flash cards

1W2

STEPS:

1) Divide the class into small groups. Have each group count aloud: the first group counts from 1-10, the second from 11-20, the third from 21-30 and so on, up to 100. (If you have less than ten students, have them alternate as they count up to 100.)

2) Establish that there are patterns in the counting system (the teens, the twenties, the thirties etc.) Write the words for the numerals one through nine on the board. Leave space on the left side so that you can add values later.

Example: ______________ one ______________ two
______________ three ______________ four (etc.)

Establish that the words one through nine are the ***first nine counting words***. Then write out the words for the numerals eleven through nineteen. Point out the correspondences between the following spellings:

two and **tw**elve: the "TW" is the same

three and **thir**teen: the "TH" is the same (note that the beginning sounds are similar, but the spellings are different: ***thr*** vs. ***thir***)

four and **four**teen: the "FOUR" is the same (this changes to ***for*** for ***forty***)

five and **fi**fteen: the "FI" is the same

six and **six**teen: the "SIX" is the same

seven and **seven**teen: the "SEVEN" is the same

eight and **eight**een: the "EIGHT" is the same

nine and **nine**teen: the "NINE" is the same

3) Have students use flash cards to practice writing the words for the numerals from one to nineteen.

4) Now write the following values (in word form) on the board: twenty, thirty, forty, fifty, sixty, seventy, eighty, and ninety. Show students that as they count, they must add a hyphen and then add one of first nine counting words to each of the values. For one hundred, add the word *and* after the word hundred, then add a counting value from 1 to 99.

Example: *twenty*-**one**, *twenty*-**two**, *twenty*-**three**, etc., *thirty*-**one**, *thirty*-**two,** *thirty*-**three**, etc., *one hundred* **and one** etc.

1W2

5) Distribute copies of the practice page and ask students to complete the exercise. Review answers before doing the verification step.

6) **VERIFICATION:** Have students complete the verification page.

Place the students' self-corrected final verification page in their portfolios.

1W2 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbooks 1 and 2**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Working Makes Sense (3rd edition)**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**A Writing Book**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 1)** **Entry to English (Book 1)**

1W2 Practice *(Not for verification)*

Fill in the blanks. Remember to hyphenate where necessary.

1 = one
2 = ____________
3 = three
4 = ____________
5 = ____________
6 = six
7 = ____________
8 = ____________
9 = ____________
__ = ten

11 = ____________
__ = twelve
13 = ____________
__ = fourteen
15 = ____________
__ = sixteen
17 = ____________
18 = ____________
19 = ____________
20 = ____________

21 = ____________
__ = twenty-two
23 = ____________
24 = ____________
__ = twenty-five
26 = ____________
27 = ____________
28 = ____________
29 = ____________
30 = ____________

40 = ______________
50 = ______________
60 = ______________
70 = ______________
90 = ______________
100 = ______________

43 = ______________
54 = ______________
62 = ______________
75 = ______________
97 = ______________
105 = ____________________

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Colorado Department of Education

1W2 Verification Page 1

Name:_______________________ **Date:** __/__/__

Write the numbers from 1 to 100 using words.

1 =	26 =
2 =	27 =
3 =	28 =
4 =	29 =
5 =	30 =
6 =	31 =
7 =	32 =
8 =	33 =
9 =	34 =
10 =	35 =
11 =	36 =
12 =	37 =
13 =	38 =
14 =	39 =
15 =	40 =
16 =	41 =
17 =	42 =
18 =	43 =
19 =	44 =
20 =	45 =
21 =	46 =
22 =	47 =
23 =	48 =
24 =	49 =
25 =	50 =

1W2 Verification Page 2

Name:______________________ **Date:** __/__/__

51 =	76 =
52 =	77 =
53 =	78 =
54 =	79 =
55 =	80 =
56 =	81 =
57 =	82 =
58 =	83 =
59 =	84 =
60 =	85 =
61 =	86 =
62 =	87 =
63 =	88 =
64 =	89 =
65 =	90 =
66 =	91 =
67 =	92 =
68 =	93 =
69 =	94 =
70 =	95 =
71 =	96 =
72 =	97 =
73 =	98 =
74 =	99 =
75 =	100 =

1W3

Make Notations on Calendars Regarding Events and Appointments
(Draw Conclusion)

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 2, 5, 6
CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R11, 1R12, 1M3

SKILLS NEEDED: This competency requires that students can already read and understand a calendar or a date book.

VOCABULARY: appointment, calendar, date, event, meeting, month, planner, schedule

MATERIALS: copies of the practice page, copies of the verification page, various examples of calendars and date books, 5x6 inch note cards (each student will need seven), vocabulary flash cards

1W3

STEPS:

1) Draw a grid on the board representing a month of the year (or pre-draw a month on a piece of poster board). Make the boxes large enough for notes. If necessary, review the information on reading dates in 1R11.

Example: May 1997

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2) Now write some imaginary events on the calendar. Use events that you have created or ask students to make up some events.

Example: Jenny has a busy month! May 3rd is her best friend's birthday. Jenny is having a surprise party for her at 4:00 P.M. On Thursday, May 8th, she has a job interview at First National Bank at 9:00 A.M. On 5/10/97, her son has a soccer game at 11:00 A.M. at the Fair Grounds. On Tuesday the 20th, she has to bring her car to the shop for a brake job. Then, from 5/27/97 to 5/30/97, her mom will be visiting.

Demonstrate how to write an event on the calendar.

Example: For the first event in the May 3rd box write:
"Maria's surprise party here at 4:00 P.M."
For the second event in the May 8th box write:
"Interview, First National Bank, 9:00 A.M."

Establish that calendar notations should have the time and the location, the type of event, and a pertinent name. Have students place the rest of the events on the calendar. Hand out the various calendars and planners you have brought to class and discuss the different formats. Point out that most calendars come pre-printed with national holidays.

1W3

3) Now give each student seven note cards to create a weekly calendar. Have them label each note card with the following information:

a) The current date (month, day, and year)

b) The days of the week (from Monday to Sunday, one card per day)

c) The hours of the day from 7:00 A.M. to 8:00 P.M. (more or less hours may be necessary depending on the number of lines on the note card).

Example: Sample Note Card Planner

MONDAY, May 19th 1997

7:00 A.M. ______________________________
8:00 A.M. ______________________________
9:00 A.M. ______________________________
10:00 A.M. ______________________________
11:00 A.M. ______________________________
12:00 P.M. ______________________________
1:00 P.M. ______________________________
2:00 P.M. ______________________________
3:00 P.M. ______________________________
4:00 P.M. ______________________________
5:00 P.M. ______________________________
6:00 P.M. ______________________________
7:00 P.M. ______________________________
8:00 P.M. ______________________________

Once students have set up their cards, have them schedule the appointments or events they have for the week. Encourage them to use actual events that will occur in their lives (meals, school, work, entertainment, etc.). Have students share their schedules with the class. Walk around to inspect students' cards before moving to the practice exercise.

4) Distribute copies of the practice pages and ask students to complete the exercises. Review answers before moving to the verification.

5) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1W3 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Writing for a Purpose**
Globe Book Co. P.O. Box 2649 Columbus, OH 43216 1-800-848-9500	**Writing For Life 2 (3rd Edition)**
National Textbook Co. 4255 W. Touhy Ave. Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 1)**

1W3 Practice Page 1 *(Not for verification)*

Thursday, May 22nd 1997

7:00 AM ____________________
8:00 AM ____________________
9:00 AM ____________________
10:00 AM ____________________
11:00 AM ____________________
12:00 PM ____________________
1:00 PM ____________________
2:00 PM ____________________
3:00 PM ____________________
4:00 PM ____________________
5:00 PM ____________________
6:00 PM ____________________
7:00 PM ____________________
8:00 PM ____________________

Organize the events below by writing them on the most appropriate lines in the planner.

Go to bed	Eat breakfast	Watch a movie with friends
Call the plumber	Go to work	Go to the post office
Eat dinner	Go to class	Return my friend's phone call
Eat lunch	Pick up groceries	Leave work

1W3 Practice Page 2 *(Not for verification)*

Use the events on this calendar to answer questions on the next page.

February 1998

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
					1 Carl's birthday party 2:00 p.m. Bring a dish.	2
3 First day of new job 8:00 a.m. Ask Jodi to take kids to school.	4	5 Meeting with Timmy's teacher 3:30 p.m.	6	7 Dinner at a Mom's house.	8	9 Take the kids to the kite show at the park.
10	11 Dentist appointment 2:00 p.m. Dr. Richards	12	13	14	15	16
17 Pay the gas bill.	18	19	20 Take car to Jed's Garage for an oil change.	21	22 Alica's Birthday Pick up the balloons at City Market.	23
24	25 Staff meeting-Jerry should come home early to stay with the kids.	26	27	28		

1W3 Practice Page 3 *(Not for verification)*

Use the events from the calendar to answer these questions.

1) What event is happening on Tuesday, February 11?
____

2) On what date is dinner happening at Mom's house? ________________

3) The dentist's appointment is scheduled for _______ on _____________

4) Why is Monday, February 3 an important day? ____________________
____

5) On 2/22/98, who is having a birthday, and what needs to be done? ____
____

6) What is the date for the meeting with Timmy's teacher? _____________

7) What is the date for the kite show? ___________________________

8) When should the car be taken to the garage? ____________________

9) On what day should Jerry come home early to stay with the kids? _____
____

Why?____

10) ____________________________ is the day to pay the gas bill.

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Colorado Department of Education

1W3 Verification Page 1

Name:______________________ **Date:** __/__/__

Use the information on the next page to write the events on this calendar.

May 1997

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Memorial Day	28	29	30	31	

1W3 Verification Page 2 *(Include this page in portfolios)*

Name:____________________ **Date:** __/__/__

Help Mariko plan her month by making notations on the calendar.

1) On May 5, Mariko has a dentist appointment with Dr. Garfield at 10:00 A.M.

2) She has a dinner meeting with her aunt that evening at The Red Snapper at 7:00 P.M.

3 On 5/8/97, she has an employee meeting at work which starts at 7:00 A.M.

4) Her husband and son want her to go to the ball game with them on Friday, 5/9.

5) On 5/11/97, her family is having lunch with the Anderson's at 12:30 P.M.

6) On Wed, May 14, Mariko has a meeting with her son's teacher at 3:30 P.M.

7) Car tune-up day is 5/16/97; her appointment is at 9:00 A.M.

8) On Tuesday the 20th, she has a date with her Mom for lunch at 11:30 A.M.

9) Mariko and her family will then be going out of town from the 23rd to the 30th for a trip to Denver.

1W3 Verification Page 3

Name:______________________ Date: __/__/__

Organize a day in your life by writing ten events on the most appropriate lines in the planner.

Day: _______________ **Month:** _______________ 19____

7:00 AM ______________________________
8:00 AM ______________________________
9:00 AM ______________________________
10:00 AM ______________________________
11:00 AM ______________________________
12:00 PM ______________________________
1:00 PM ______________________________
2:00 PM ______________________________
3:00 PM ______________________________
4:00 PM ______________________________
5:00 PM ______________________________
6:00 PM ______________________________
7:00 PM ______________________________
8:00 PM ______________________________

Look over your schedule. Does this schedule look too busy, just right, or too empty to you? My schedule looks ____________________ to me.

What makes it look this way to you? ____________________________

____

____

____

____

____

271

1W4

Write Four Types of Sentences: Declarative, Imperative, Interrogative, and Exclamatory

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 3: GRADE LEVEL: 5-8,bullet 1

Related Competencies: 1R1, 1W3, 1W5, 1W6, 1W9

SKILLS NEEDED: This competency requires that students can write a simple, complete sentence.

VOCABULARY: command, complete thought, declarative, exclamatory, exclamation point, imperative, important, incomplete, interjection, interrogative, parts of speech, period, phrase, predicate, punctuation, question, question mark, sentence, simple, statement, subject, urgent

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1W4

STEPS:

NOTE: If necessary, review 1R1 (the parts of speech) before doing 1W4. This lesson is not meant to be completed in one class meeting. You may also want to prepare a list of each type of sentence prior to class.

1) Write the following sentence on the board.

Kim eats an apple.

Establish that a sentence is a complete thought that has a ***subject*** and a ***predicate***. The ***subject*** is the noun (or pronoun) that is doing the action in the sentence. The ***predicate*** is the group of words, including the verb, that describe the action done by the subject.

Example: Kim eats an apple.

In this sentence, ***Kim*** is a noun and is the subject of the sentence.

In this sentence, ***eats*** is the verb; ***eats an apple*** is the predicate.

All sentences must end with a punctuation mark. Punctuation marks point out the end of a sentence and also show the sentence type.

If a group of words does not have both a subject and a predicate, it is called a ***phrase***.

Example: Kim's red apple

Kim is a noun, and ***apple*** is a noun. There is no predicate and so this is not a complete sentence. This group of words is a phrase.

2) Demonstrate a few simple sentences on the board. Ask students to create sentences to share with the class. Hand out copies of the 1W4 Sentence/Phrase Practice Page and have students complete the exercise. Review answers before moving to the next step.

1W4

3) Establish that there are four types of sentences: ***declarative***, ***imperative***, ***interrogative***, and ***exclamatory***. Each type of sentence can be recognized in two ways:

a) by the way the sentence is said (the tone of voice being used)
b) by the end punctuation (period, question mark, or exclamation point)

Examples: 1) Tom has the key.
2) Tom, get the key.
3) Tom has the key?
4) Tom has the key!

4) Read the first example aloud as a statement. A sentence said in a normal, relaxed tone of voice, that states or gives information, is called a ***declarative*** sentence; it declares what is so. Declarative sentences are the most common form of sentences, and they end with periods (.). Give a few examples of declarative sentences and ask students to share some examples orally.

Example: This book is fun to read.
I have a new car.

5) Read the second sentence aloud using a stern, commanding tone of voice. A sentence said in a commanding tone is called an ***imperative*** sentence. Imperative sentences give orders or commands; they have information that must be heeded. Imperative sentences end with periods (.). Give a few examples of imperative sentences and ask students to share some examples orally.

Example: Jim, close the door now.
Please be quiet.

6) Read the third sentence aloud using a questioning tone of voice. A sentence that asks a question is called an ***interrogative*** sentence. Interrogative sentences must end with question marks (?). These types of sentences often begin with the words *who*, *what*, *when*, *where*, *why*, and *how*, but are not limited to these beginnings. Give a few examples of interrogative sentences and ask students to share some examples orally.

Examples: Who is at the door?
Can you work today?

1W4

7) Read the fourth sentence aloud using a loud and excited tone of voice. A sentence spoken in such a tone is called an ***exclamatory*** sentence. Exclamatory sentences must end with exclamation points (!). These types of sentences have urgent or exciting information. Give a few examples of exclamatory sentences and ask students to share some examples orally.

Examples: I won the lottery!
The house is on fire!

NOTE: Point out that there are some words that can stand alone with an exclamation mark; these words are called ***interjections***. E.g.: Ugh!, Wow!, Ouch! Or Oh!

8) Hand out copies of the 1W4 Sentence Types Practice Page and have students complete the exercise. Review all answers and review the previous types of sentences before doing the verification step.

9) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1W4 Resources

Publisher	Book Title
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Personal Stories (Book 3)**
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Phoenix Learning Resources Inc. 2345 Chafee Rd. St. Louis, MO 63146 1-800-221-1274	**Acquiring Language Skills**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 3)** **Language Exercises (Level 1)** **Real Life English (Books 1 & 2)**

1W4 Sentence/Phrase Practice Page *(Not for verification)*

Read each group of words. If it has a subject and a predicate and is a complete thought, add the correct punctuation and write the word **sentence** in the space. If it is does not have a subject and a predicate, add words and punctuation to make it a complete sentence.

1) Jim's yellow bird ______________________________
2) My cat is fluffy ______________________________
3) Inside the house ______________________________
4) Juan plays the drums ______________________________
5) Lee likes ice cream ______________________________
6) On the top of the hill ______________________________
7) I sat on the chair ______________________________
8) A big dog ______________________________
9) Sue's red bag ______________________________
10) The sun is hot ______________________________
11) Give me another orange, please ______________________________
12) The water is cold ______________________________
13) I see a tree ______________________________
14) The tree is ______________________________
15) Behind the door ______________________________

1W4 Sentence Types Practice Page *(Not for verification)*

Read each sentence then write the type of sentence it is.

declarative	**imperative**	**interrogative**	**exclamatory**

1) Pay the money now.
____

2) Will you come to the show with me? ____________________

3) I live next door to the park. ____________________

4) There is a mouse in my shoe! ____________________

5) Put down your pencils. ____________________

6) Who owns this car? ____________________

7) Sue is moving to a new house. ____________________

8) Here comes the train! ____________________

9) Please fasten your seat belts. ____________________

10) Look at the cute baby. ____________________

11) Why is the sky blue? ____________________

12) Excuse me, I need to get past you. ____________________

13) The puppy played with its toy. ____________________

14) Look out, the tree is falling! ____________________

15) Is this the way to the mall? ____________________

1W4 Verification

Name:______________________ **Date:** __/__/__

Write two examples for each type of sentence.

1) **DECLARATIVE**
   a)________________________________
   b)________________________________

2) **IMPERATIVE**
   a)________________________________
   b)________________________________

3) **INTERROGATIVE**
   a)________________________________
   b)________________________________

4) **EXCLAMATORY**
   a)________________________________
   b)________________________________

1W5

Write a Basic Telephone Message: Name, Number, and Time Called (Make Inferences)

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R1, 1R11, 1W6

SKILLS NEEDED: This competency requires that students write dates, times, and simple sentences.

VOCABULARY: **answer**, **area code**, **caller**, **code**, **conversation**, **courteous**, **customer**, **date**, **message**, **number**, **office manager**, **return**, **request**, **telephone**, **urgent**

MATERIALS: copies of the practice page, copies of the verification page, sample phone message pads, vocabulary flash cards

OPTIONAL: two phones for practicing a conversation

1W5

STEPS:

1) A common requirement of an office or desk job is answering phones. Often, it is necessary to take a message for another person in the office. Establish that a clear and concise phone message is important so that correct information is communicated from person-to-person.

2) Though most jobs have specific forms for phone messages, there are four important pieces of information that a complete phone message should include. Write the following on the board and establish the importance of each one (you may ask students why each is important before giving them a reason):

- **a)** The caller's name and phone number. *This identifies the caller and his or her phone number.*
- **b)** The time the message was left.
- **c)** The date the message was left. *The time and the date are needed so that the call can be returned in a timely manner.*
- **d)** The content of the message. *The content tells the receiver of the message what the call is about.*

3) Draw a sample phone message form on the board (or pre-draw it on poster board) and discuss each section of the form. (See the 1W5 Sample Telephone Message Page.)

4) Demonstrate a phone message process using a copy of the 1W5 practice page. If you have brought a pair of telephones to class, you may use them for this step though they are not necessary for the exercise. Have a student pretend to call you and model how to take a message.

Sample conversation (you may create your own):
STUDENT: (Pretends to dial a number.)
TEACHER: "RING!!" (Answers phone.) "Hello!"
STUDENT: "Hello, is Mr. Gonzales in?"
TEACHER: "No, I am sorry he is not here right now, would you like to leave a message?
STUDENT: "Yes, I would."
TEACHER: "Who is calling, please?"
STUDENT: "This is Mr. James."

1W5

TEACHER: "What is your phone number, Mr. James?"
STUDENT: "My number is 244-6788."
TEACHER: "And where are you calling from, sir?"
STUDENT: "I am calling from Gart Sporting Goods in Denver."
TEACHER: "What message would you like to leave sir?"
STUDENT: "Please, tell him that I would like to speak to him today about a meeting on Friday."
TEACHER: "OK, Mr. James, I will give him the message."
STUDENT: "Thank you, good-bye."
TEACHER: "Good-bye, have a nice day!"
(Teacher and student hang up.)

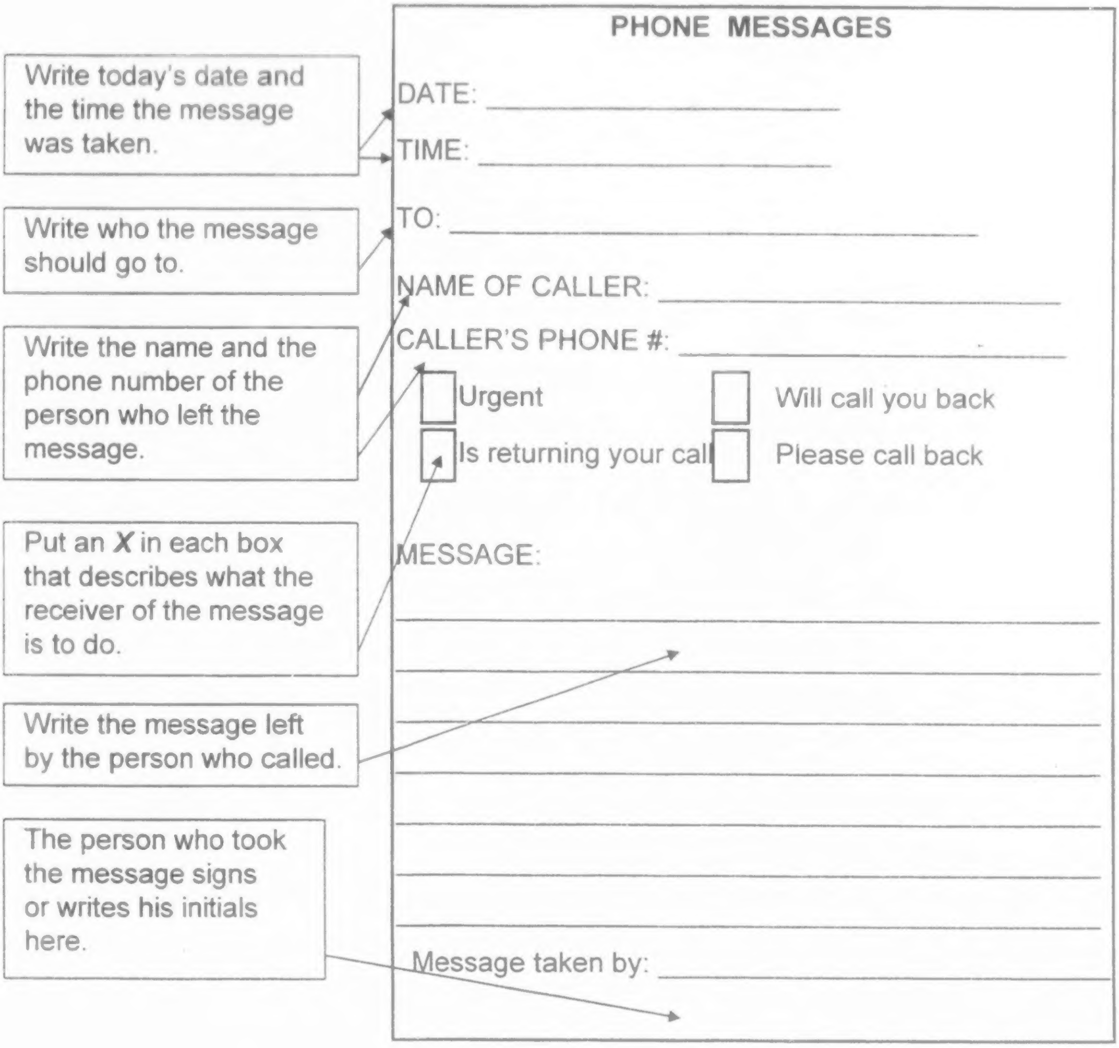
Show students all the information you wrote down during the conversation, and be sure to write the date and the time of the call.

5). Hand out copies of the 1W5 practice page. Have students pair up and practice taking phone messages from each other and ask them to write their messages using the practice page. Review practice pages before doing the verification.

6) **VERIFICATION:** Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1W5 Sample Telephone Message Page



Write today's date and the time the message was taken.

Write who the message should go to.

Write the name and the phone number of the person who left the message.

Put an *X* in each box that describes what the receiver of the message is to do.

Write the message left by the person who called.

The person who took the message signs or writes his initials here.

PHONE MESSAGES

DATE: ____________________

TIME: ____________________

TO: ______________________________

NAME OF CALLER: _______________________

CALLER'S PHONE #: ______________________

☐ Urgent ☐ Will call you back

☐ Is returning your call ☐ Please call back

MESSAGE:

____

____

____

____

____

____

____

Message taken by: __________________________

1W5 Resources

Publisher	Book Title
Oxford University Press Order Department 2001 Evans Rd. Carry, NC 27513 1-800-445-9714	**Speaking Up at Work**
Scott, Foresman 2001 Evans Rd. Glenview, IL 60025 1-800-628-4480	**Write From the Start**

1W5 Practice *(Not for verification)*

Pair up with a classmate; then give and take a phone message.

PHONE MESSAGE

DATE: ____________________

TIME: ____________________

TO: ____________________

NAME OF CALLER: ____________________

CALLER'S PHONE #: ____________________

☐ Urgent	☐ Will call you back
☐ Is returning your call	☐ Please call back

MESSAGE: ____________________

Message taken by: ____________________

1W5 Verification Page 1 *(Include this page in portfolios.)*

Name:______________________ **Date:** __/__/__

Use this conversation to fill out the telephone message form on the next page.

OFFICE MANAGER: "Hello, Pine Tree Services, may I help you?"

CALLER: "Yes, is Mrs. Lee in please?"

OFFICE MANAGER: "No, I am sorry, she is out of the office."

CALLER: "When will she return?"

OFFICE MANAGER: "She will return by 2:30. Would you like to leave a message?

CALLER: "Yes, please tell her that Mr. Sims from the library called."

OFFICE MANAGER: "OK, what is your phone number, Mr. Sims?"

CALLER: "994-1001."

OFFICE MANAGER: "And what message would you like to leave?"

CALLER: "Please tell her that the books she requested are in. It is important for her to call me before 4:00 p.m. today, otherwise the books will be sent back to the main branch."

OFFICE MANAGER: "OK, Mr. Sims, I will give her the message as soon as she comes in."

CALLER: "Great, thank you."

OFFICE MANAGER: "You are welcome, have a nice day, good-bye."

CALLER: "Good-bye."

1W5 Verification Page 2

Name:______________________ **Date:** __/__/__

Use the conversation from 1W5 Verification Page 1 to fill out the following telephone message form.

PHONE MESSAGE

DATE: ____________________________________

TIME: ____________________________________

TO: ______________________________________

NAME OF CALLER: __________________________

CALLER'S PHONE #: ________________________

☐ Urgent ☐ Will call you back

☐ Is returning your call ☐ Please call back

MESSAGE: _________________________________

____

____

____

____

____

____

____

Message taken by: _________________________

1W5 Verification Page 3

Name:______________________ **Date:** __/__/__

Use the conversation from 1W5 Verification Page 1 to answer the following questions.

1) Is the office manager courteous on the phone? ______
How can you tell?

2) Is the customer's message urgent? ______
How can you tell?

3) Will Mrs. Lee get the message? ______
Why do you think so?

1W6

Write Basic Notes (To Employer, Landlord, Child's Teacher)

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullets 4, 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R1, 1R11, 1W4, 1W5

SKILLS NEEDED: This competency requires that students write complete sentences.

VOCABULARY: appointment, employer, excuse, family, landlord, maintenance, message, note, principal, receiver, sender, teacher

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

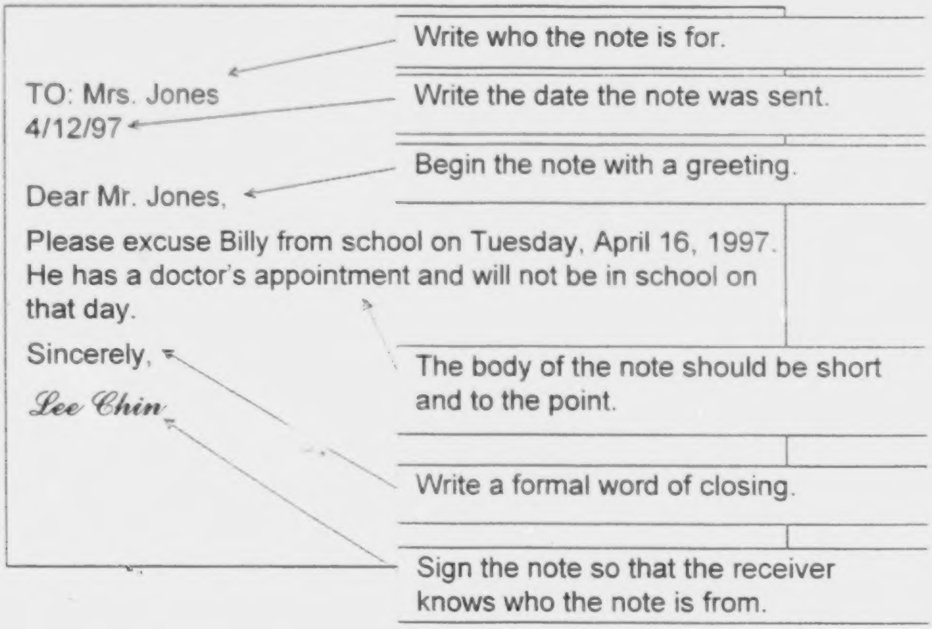
KS 3/93 KW 6/96

1W6

STEPS:

1) Establish that ***notes*** are simple and important forms of written communication. Often it is necessary to communicate with someone when a situation may prevent you from speaking directly to them. In these situations, writing a note is a good way to make the communication. For instance, a note can be written to a child's teacher or principal to explain why the child was absent form school.

2) Draw a sample note on the board (or pre-draw a note on poster board), and explain each section.



TO: Mrs. Jones
4/12/97

Dear Mr. Jones,

Please excuse Billy from school on Tuesday, April 16, 1997. He has a doctor's appointment and will not be in school on that day.

Sincerely,

Lee Chin

Write who the note is for.
Write the date the note was sent.
Begin the note with a greeting.
The body of the note should be short and to the point.
Write a formal word of closing.
Sign the note so that the receiver knows who the note is from.

3) Have students practice by writing a note to the teacher excusing themselves from class. Then hand out copies of the practice page and ask students to complete the exercise. Review students' notes and practice page answers before moving on to the verification.

4) VERIFICATION: Complete the verification page.

Place the students' self-corrected final verification page in their portfolios.

1W6 Resources

Publisher	Book Title
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Messages, Invitations, and Letters**

1W6 Practice *(Not for verification)*

Use the note below to answer the questions.

TO: Mrs. Maxwell
7/2/97

Dear Mrs. Maxwell,

I live in apartment 124. I have not had hot water for two days. I have seen a water leak coming from the water heater closet. Could you please send someone to look at it? I will be home all day on Friday.

Sincerely,

Sylvia Grey

1) Who has written the note? ______________________________
2) Who is the note for? ______________________________
3) When was the note written? ______________________________
4) What does the sender of the note want? ______________________________

____

____

Office of Adult Education
Colorado Department of Education

1W6 Verification

Name:____________________ **Date:** __/__/__

Write a note to your employer or supervisor, requesting a day off so that you can go to the doctor.

TO: ______________________________

DATE: ___/___/___

Dear ____________________,

____

____

____

____

____

____

____

____

Sincerely,

____

1W7

Fill Out a W-4 Form

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 3, 4, 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1W8

SKILLS NEEDED: This competency requires that students read and follow directions for filling out a form.

VOCABULARY: allowances, assigned, certificate, certified, dependent, differs, directions, employer, employee, entitled, excused, exempt, exemptions, government, income, liability, marital status, non-resident alien, penalty, perjury, refund, requirement, separated, signature, social security number, spouse, withholding

MATERIALS: copies of W-4 forms from your local IRS office or copies of the 1W7 sample W-4 form, copies of the practice page, copies of the verification page, vocabulary flash cards

1W7

STEPS:

1) Establish the purpose of a W-4 form. Upon hiring someone for a job, all employers are required to gather the W-4 information from each worker. The information is needed so that the correct amount of Federal Income Tax can be taken from an employee's earnings. This form makes it easy for employers and employees to report the correct amount of income paid or earned.

2) Hand out copies of actual W-4 forms, or copies of the 1W7 Sample W-4 form. Using the 1W7 Sample W-4 Form Instructions Pages, guide students in filling out sample or actual forms. Encourage students to ask questions about any unclear sections of the form. Walk around the room to check students' forms, and point out errors they may need to correct.

3) Distribute copies of the 1W7 Vocabulary Practice and ask students to complete the exercise. Review answers before moving on to the verification page.

4) VERIFICATION: Have students complete the verification page.

Place the students' self-corrected final verification pages in their portfolios.

1W7 Sample W-4 Form

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▸ For Privacy Act and Paperwork Reduction Act Notice, see reverse

OMB No. 1545-0010

1997

1 Type or print your first name and middle initial — Last name

2 Your social security number

Home address (number and street or rural route)

3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box*

City or town, state, and ZIP code

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for a new card . . . . ▸ ☐

5 Total number of allowances you are claiming (from line G above or from worksheets on page 2 if they apply)	5	
6 Additional amount if any, you want withheld from each paycheck	6	$

7 I claim exemption from withholding for 1997, and I certify that I meet **BOTH** of the following conditions for exemption:

- Last year I had a right to a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability.

If you meet both conditions, enter "EXEMPT" here . . . . ▸ 7

Under penalty of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▸ **Date ▸** , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)

9 Office Code (optional)

10 Employer Identification Number

1W7 Sample W-4 Form Instructions Page 1

Each instruction corresponds to the line number on the W-4 form.

1) Line 1 has three sections which are used for personal contact information.

- **a)** The first line is for your first name, middle initial, and last name. Write them in that order.
- **b)** The second part of line 1 is for your street or apartment number, street name, or your post office box number.
- **c)** In the third section, write your city or town, your state, and your ZIP code.

2) On line 2, write your social security number.

3) Line 3 is for your marital status.

- **a)** Put an *X* in the first box if you are not married.
- **b)** Put an *X* in the second box if you are married.
- **c)** Put an *X* in the third box if you are married, but would like to have as much money withheld from your paycheck as a single person.

4) If the last name printed on your social security card is different from the last name you have now, put an *X* in this box. You must also call the 1-800 number listed so that you can order a new social security card.

5) This line affects your paycheck the most. It is important to read the information in the Personal Allowances Worksheet that is part of all W-4 forms.

The more dependents (allowances) you claim in the space for box 5, the less money will be taken out of (withheld from) your paycheck. This is because you may need to have as much cash as possible to support a family. However, you may have to pay a part of this money as tax at the end of the year.

The less dependents (allowances) you claim the more money will be taken out of your paycheck. This is because you may not need as much cash available, since you may not need to support other people. You may get some or all of the withholdings (money taken out) as a tax refund at the end of the year.

6) If you would like more money taken out of each paycheck for additional reasons, write that amount in the space for line 6.

1W7 Sample W-4 Form Instructions Page 2

7) Line 7 is for those people who know they will not owe taxes, and will get all their withholdings refunded. This is called being "EXEMPT." In order to be exempt, both of the following must be true:

- **a)** You did not have to pay taxes last year.
- **b)** You do not expect to pay taxes this year for the same reasons that you did not owe taxes last year.

Sign your name under line 7 next to the words ***Employee's signature***, and write the date at end of the line.

Lines 8, 9, and 10 are for your employers use; do not write anything in those spaces.

1W7 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbooks 1 and 2**
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**

300

Office of Adult Education
Colorado Department of Education

1W7 Vocabulary Practice *(Not for verification)*

Circle the letter of each correct answer.

1) The word EXEMPT means:
    a) to do something
    b) to be excused
    c) to go outside

2) The word WITHOLDINGS means:
    a) things that are given away
    b) to put things in storage
    c) amounts taken out of a paycheck

3) A person's SIGNATURE is:
    a) the way a person acts
    b) the way a person signs her name
    c) a sign for their house

4) An EMPLOYER is:
    a) someone you work for
    b) a job
    c) a place to do work

5) A SOCIAL SECURITY NUMBER is:
    a) a way to get money from the government
    b) a number for opening a bank account
    c) a government assigned taxpayer's identification number

6) DEPENDENTS are:
    a) things that you must have
    b) people whom you support with your income
    c) your relatives

1W7 Verification

Name:________________________ **Date:** __/__/__

Fill out this W-4 Form

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▸ For Privacy Act and Paperwork Reduction Act Notice, see reverse

OMB No. 1545-0010
1997

1 Type or print your first name and middle initial   Last name

2 Your social security number

Home address (number and street or rural route)

3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box*

City or town, state, and ZIP code

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for a new card . . . . ▸ ☐

5 Total number of allowances you are claiming (from line G above or from worksheets on page 2 if they apply) | 5 |
6 Additional amount if any, you want withheld from each paycheck . . . . | 6 | $
7 I claim exemption from withholding for 1997, and I certify that I meet **BOTH** of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability.

If you meet both conditions, enter "EXEMPT" here . . . . ▸ | 7 |

Under penalty of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▸   **Date ▸**   , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)
9 Office Code (optional)
10 Employer Identification Number

1W8

Fill Out a Basic Health Information Form (Personal Information)

CDE Reading/Writing Standard 1: GRADE LEVEL K-4, bullet 1
CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullet 3
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1W4, 1W7

SKILLS NEEDED: This competency requires that students read and follow directions for filling out forms.

VOCABULARY: allergic, clinic, condition, doctor, disease, emergency, immunization, information, inoculation, insurance, legal guardian, medication, minor, parent, patients, physician, policy, preliminary, purpose, relationship, responsible, spouse, surgery, symptoms, vaccination, widowed

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1W8

NOTE: Generally, health history forms are used by doctors to gather patient information. The first sections of such forms are for standard information including name, address, date of birth, and medical insurance information. The final sections of health history forms deal with medical and health history and are usually completed by a nurse or health practitioner during a patient's first appointment. This lesson will familiarize students with filling out the first sections (personal information) and give them some practice with basic medical questions they may encounter. Pre-read the practice and verification forms; they contain many vocabulary words that may be unfamiliar to students.

STEPS:

1) Establish that doctors need to have a patient's personal information and health history in order to contact the patient and aid in the diagnosis of symptoms. The information also lets doctors know what types of medications to prescribe or avoid.

2) Hand out copies of the practice pages and guide students in filling out the form as a class activity. Review each section carefully and explain all unfamiliar vocabulary. Encourage students to ask questions about any unclear sections of the form. Walk around the room to check students' forms, and point out errors they may need to correct.

3) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1W8 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbook 1**
Heinle and Heinle Book Distribution Center 7625 Empire Dr. Florence, KY 41042 1-800-354-9706	**Literacy in Lifeskills (Book 2)**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Personal Stories (Book 3)**
National Textbook Co. 4255 W. Touhy Ave Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Basic Adult Survival English (Book 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Real Life English (Book 2)**

1W8 Practice Page 1 *(Not for verification)*

Fill out the following sections of this health history form with your teacher's help. Clues for each line are located below each section of the form.

Medical Health History Form

PRELIMINARY INFORMATION

NOTE: If you are a minor, the following information should be filled out by a parent or legal guardian.

1) Name of person filling out this form: ______________________
Relationship to patient: ______________________

2) Date: ______________

3) How did you find out about this doctor's office: ______________
____
____

4) Do you have another family physician? YES ☐ NO ☐

5) If yes, what is that doctor's name and location? ______________
____

NOTE: This statement means that if you are under 18 years old, this form must be filled out by the adult who is responsible for you.

1) The name of the person filling out the form goes in this space. Also write their relationship to the patient. If you are filling out the form for yourself, write "Self" for relationship to patient.

2) Write today's date in this space.

3) Write how you found out about the doctor's office: e.g.: I heard about it from a friend; I saw an ad in the paper or the phone book; I saw a sign.

4) Put an ***X*** in the YES box if you usually go to another doctor. Put an ***X*** in the NO box if you do not go to another doctor.

5) If you have another doctor, use this space to write the name and location of the doctor.

1W8 Practice Page 2 *(Not for verification)*

PATIENT INFORMATION

6) Name:____________________ ____________________ ________
Last First MI

7) Social Security number: ________-_______-_______

8) Address: ____
Street Apt. #

9) ____
City State Zip

10) Home Phone: (   ) ________-_______________

11) Work Phone: (   ) ________-_______________

12) Date of Birth: ______/______/______

13) Age: _______ Sex: M ☐ F ☐

14) Employer: ____

If you are the patient, this will be your information. If you are not the patient, write the information for the person you are helping.

6) Write your full name: last name, then first name, then middle initial.

7) Write your social security number.

8) and **9)** Write your home address.

10) Write your home telephone number, including the area code.

11) Write your telephone number at work, including the area code.

12) Write your date of birth: the month, the day, and the year.

13) Write your age, and put an ***X*** in the correct box for male or female.

14) Write the name of your current employer.

1W8 Practice Page 3 *(Not for verification)*

15) Married ☐ Widowed ☐ Single ☐

SPOUSE INFORMATION (If married)

16) Spouse's Name:____________________

17) Spouse's Birthdate: ____/____/____

18) Spouse's Employer:____________________

15) Put an ***X*** in the correct box to show whether you are currently married, have had a spouse pass away (widowed), or are single. If you are not married, skip questions 16, 17, and 18.

16) If you are married, write your spouse's name.

17) If you are married, write your spouse's birthdate (the month, the day, and the year).

18) If you are married and your spouse has a job, write the name of your spouse's employer.

1W8 Practice Page 4 *(Not for verification)*

EMERGENCY CONTACT

19) Name: ______________________________

20) Home Phone: (   ) ________-____________

21) Work Phone: (   ) ________-____________

22) Relationship: ______________________________

19) Write the name of the person who should be called if you have an emergency.

20) Write this person's home telephone number, including the area code.

21) Write this person's work phone number including the area code.

22) Write how this person is related to you (e.g.: mother, uncle, sister).

1W8 Practice Page 5 *(Not for verification)*

Instructions for this section are located on the next page.

MEDICAL INFORMATION

23) What is the purpose for today's visit? ______________________

____

24) Are you allergic to any medication? NO ☐ YES ☐

25) If yes, what medication? ______________________

26) Are you currently taking medication? NO ☐ YES ☐

27) If yes, what are you taking? ______________________

28) Why are you taking the medication? ______________________

29) Are you currently using a form of birth control? NO ☐ YES ☐

30) Is there a history of any disease in your family? NO ☐ YES ☐
If yes, please explain. ______________________

____

31) Do you regularly have: (you may check more than one box).
☐ Headaches ☐ Fainting spells ☐ Nosebleeds ☐ Sore throat

32) Have you had a tetanus shot in the last three years? NO ☐ YES ☐

33) When was your last set of vaccinations or inoculations? __________
☐ Don't recall

34) What were you vaccinated or inoculated for? ☐ Diphtheria
☐ Typhoid ☐ Polio ☐ Hepatitis ☐ Small pox ☐ Malaria
☐ Don't recall

1W8 Practice Page 6 *(Not for verification)*

23) Write the reason you have come to the doctor today.

24) Put an ***X*** in the correct box to show whether or not you have a bad reaction to certain medicines.

25) If you know the name of the medicine that you react to, write it in the space.

26) Put an ***X*** in the box to show if you are taking medication regularly or have taken it in the last 24 hours.

27) If you are taking medication, write its name in the space.

28) If you are currently taking medication write why you are taking it.

29) Put an ***X*** in the correct box to show if you are using birth control.

30) Put an ***X*** in the correct box to show whether or not people in your family have had a certain disease. Write the name of the disease on the next line.

31) Put an ***X*** in the box that names the condition you experience often.

32) Put an ***X*** in the box that shows whether or not you have had this injection in the last three years.

33) Write the date of the last time you were vaccinated. If you do not remember, put an ***X*** the last box.

34) Put an ***X*** in each box that shows what you were vaccinated for. If you do not remember, put an ***X*** in the last box.

1W8 Practice Page 7 *(Not for verification)*

INSURANCE INFORMATION

35) Insurance Company:________________ Policy #:________________

36) Name of policy holder: ______________________

37) Relationship to patient:______________________

38) Policy holder's SS#: :_______-______-________

Medical insurance is a system that helps to pay for a doctor's care. Usually, full time jobs offer medical insurance as part of the benefits of the job. Often, part-time jobs do not offer medical insurance.

35) If you have medical insurance, write the name of the insurance company and the account number. If your employer provides medical insurance, you can get this information from your supervisor.

36) Write the name of the person who is responsible for the job that provides the insurance.

37) Write the relationship the policy holder (the one who has the insurance) is to the patient. e.g.: Mother, father, wife, etc.

38) Write the policy holder's social security number.

1W8 Verification Page 1

Name:________________________ **Date:** __/__/__

Fill out the following health history form.

Medical Health History Form

If you are a minor, the following information should be filled out by a parent or legal guardian.

PRELIMINARY INFORMATION

Date: _____/_____/_____

How did you find out about this practice: ____

Do you have another family physician? YES ☐ NO ☐

If yes, doctor's name and address: ____

PATIENT INFORMATION

Name: ____________________ ____________________ ______
Last First MI

Social Security Number: ________-______-_______

Address: ____
Street Apt.# City State Zip

Home Phone: (   ) ________-_________ Work Phone: (   ) ________-_________

Date of Birth:______/______/______ Age:_______ Sex: M ☐ F ☐

Employer:____

Married ☐ Widowed ☐ Single ☐

SPOUSE INFORMATION (If married)

Name:______________________________________ Birthdate: ____/____/____

Employer:____

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Colorado Department of Education

1W8 Verification Page 2

EMERGENCY CONTACT

Name: ______________________________

Home Phone: (   ) ________-________ Work Phone: (   ) ________-________

Relationship: ______________________________

INSURANCE INFORMATION

Insurance Company: ____________________ Policy #: ____________________

Name of policy holder: ________________ Relationship to patient: ____________

Policy holder SS#: _____-____-_____

MEDICAL INFORMATION

What is the purpose for today's visit? ______________________________

____

Are you allergic to any medication? NO ☐ YES ☐
If yes, what medication? ______________________________

Are you currently taking medication? NO ☐ YES ☐ ____________________

Why are you taking the medication? ______________________________

____

Are you currently using birth control pills, shots, or implants? NO ☐ YES ☐

Is there a history of any disease in your family? NO ☐ YES ☐
If yes, please explain. ______________________________

Are you subject to the any of the following (check the appropriate box):
☐ Headaches ☐ Fainting Spells ☐ Nosebleeds ☐ Tonsillitis

Have you had a tetanus shot in the last three years? NO ☐ YES ☐

When was your last set of vaccinations or inoculations? ____________ ☐ Don't recall

What were you vaccinated or inoculated for? ☐ Diphtheria ☐ Typhoid ☐ Polio
☐ Hepatitis ☐ Small pox ☐ Malaria ☐ Don't recall

315

1W9

Write a Solution to a Functional Problem (Follow a Sequence, Summarize)

CDE Reading/Writing Standard 2: GRADE LEVEL K-4, bullets 1, 2, 3, 4, 5
CDE Reading/Writing Standard 3: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Reading/Writing Standard 4: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 5: GRADE LEVEL K-4, bullet 5
CDE Reading/Writing Standard 6: GRADE LEVEL K-4, bullet 5

Related Competencies: 1R1, 1R2, 1W4

SKILLS NEEDED: This competency requires that students think critically and use problem solving skills.

VOCABULARY: application, brainstorm, creation, critical thinking, investigation, problem, sequence, situation, solution, solve

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1W9

STEPS:

1) Introduce this lesson by defining the word ***problem*** with your students.

Example: Situations can occur in our daily lives that seem to stop our progress or prevent us from continuing in a particular direction. These situations could be called problems. Problems do not need to hold us up for long; by using creative ideas and critical thinking, most problems can be solved quickly and become great learning experiences.

2) Discuss the following sequence for problem solving. You may want to write the information on the board or create a poster prior to class and display it at the front of the room.

STEP 1 INVESTIGATION: Name the problem. Investigate to find what is really at the root of a situation to avoid working on something that is not the real problem. Knowing the real problem makes it possible to solve.

STEP 2 CREATION: Brainstorm for solutions. It is important to look for as many options as possible when dealing with a problem. This provides more opportunities for creating a solution that works.

STEP 3 APPLICATION: Select and apply the solution you think is best. Though there may be numerous ways to solve a problem, the best solution is often the simplest. Successfully solving a problem gives knowledge that can be applied to another problem. For each problem solved, remember what you learned!

3) Share the following situation with your students.

Marge came home one day and found her kitchen floor covered with water. She mopped and dried the floor. Ten minutes later it was wet again. She was home alone, so she knew nothing had spilled. She bent down to take a closer look, then noticed that the water seemed to be coming from under the counter by the sink.

4) Guide students in solving the problem above by using the 1W9 Sample Solution page. Ask students to complete copies of the practice exercise. Review answers before doing the verification.

5) VERIFICATION: Complete the verification pages. Place the students' self-corrected final verification pages in their portfolios.

1W9 Sample Solution

The Problem:

Marge came home one day and found her kitchen floor covered with water. She mopped and dried the floor. Ten minutes later it was wet again. She was home alone, so she knew nothing had spilled. She bent down to take a closer look, then noticed that the water seemed to be coming from under the counter by the sink.

The Solution: (Encourage student input and discussion for each step.)

STEP 1 INVESTIGATION: Name the problem. Investigate to find what is really at the root of a situation to avoid working on something that is not the real problem. Knowing the real problem makes it possible to solve.

Students may say that the wet floor is the problem. Though the wet floor is *a* problem, it is not *the real* problem. Something else is causing the wet floor. Encourage students to investigate further. Ask them where the water is coming from, and what that may mean. Give students time to investigate and share ideas. Establish then that the water is coming from a leaking pipe in the counter under the sink: the leaking pipe is the real problem.

STEP 2 CREATION: Brainstorm for solutions. It is important to look for as many options as possible when dealing with a problem. This provides more opportunities for creating a solution that works.

Ask students to call out as many solutions to the problem as possible, and write them on the board. Encourage them to think of all the ways Marge could deal with the leak. Remind them that this step of the process is for generating ideas so that all possibilities can be assessed.

STEP 3 APPLICATION: Select and apply the solution you think is best. Though there may be many ways to solve a problem, the best solution is often the simplest. Successfully solving a problem gives knowledge that can be applied to another problem. For each problem solved, remember what was learned!

From the list of possible solutions, ask students to choose one or two that appear to be the best solutions. Ask them to explain why they feel those solutions are best, and what they have learned from solving the problem.

1W9 Resources

Publisher	Book Title
Dominie Press 5945 Pacific Center Blvd. Suite 505 San Diego, CA 92121 1-800-232-4570	**A New Start, Literacy Workbook 1**
Linmore Publishing P.O. Box 1545 Palatine, IL 60078 1-800-336-3656	**Personal Stories (Book 3)** **First Words**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Here to Stay in the U.S.A.** **English Spoken Here: Health and Safety** **Basic Adult Survival English (Book 2)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 4)**

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Colorado Department of Education

1W9 Practice *(Not for verification)*

Read the following situation.

John owns a local coffee shop and he has two employees. The shop opens at 5:00 a.m. every weekday. John opens the shop on Mondays and Fridays. His other employees open the shop during the rest of the week. Many people stop to buy hot drinks and pastries on their way to work.

One morning, John was in a hurry because he had overslept. He drove quickly to the shop. He got out of his car and forgot to take his keys! His car keys and shop keys were now locked in the car. It was almost 5:00 a.m. and people were waiting to get into the shop. What should he do?

1) Draw a line under the sentence that names the real problem.
    a) Customers cannot get into John's shop.
    b) John will not be able to open the store at 5:00 a.m.
    c) John's keys are locked in his car.
    d) John will loose money.
    e) John will loose customers.

2) Draw a line under three sentences that are the ***best*** possible solutions.
    a) John could close the shop for the day.
    b) John could call a locksmith.
    c) John could break into his own shop.
    d) John could call one of his employees to bring their keys.
    e) John could break into his car.
    f) John could call the police to help him get into his car.

3) Write the best solution to John's problem.

4) Why do you think this is the best solution?

1W9 Verification Page 1

Name:________________________ **Date:** __/__/__

Write your own problem or read Chris' problem below, then fill in the blanks for each step of the problem solving sequence. Use either your problem or Chris' problem, do not use both.

My problem:

Chris' problem:

Chris carried her new coat on the bus. She was tired and so she fell asleep on the ride home. She woke up just as the bus got to her stop. She hurried off of the bus and forgot her coat. Her keys were in her coat.

Circle the problem used: ***My problem*** ***Chris' Problem***

STEP 1 INVESTIGATION: Name the real problem.

1W9 Verification Page 2

Name:______________________ **Date:** __/__/__

STEP 2 CREATION: Brainstorm five possible solutions.

STEP 3 APPLICATION: Write the best solution to the problem.

Tell what you have learned by solving this problem.

Level 1

Math

Competencies

Colorado Department of Education
K-8 Standards Index
for
Level 1 ABE Mathematics

ABE Competency	CDE Standard
1M1	*CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 2, 3, 4* *CDE Math Standard 2: GRADE LEVEL K-4, bullets 1, 3, 4* *CDE Math Standard 6: GRADE LEVEL K-4, bullet 1*
1M2	*CDE Math Standard 1: GRADE LEVEL K-4, bullets 2, 3, 4, 5* *CDE Math Standard 2: GRADE LEVEL K-4, bullet 1* *CDE Math Standard 5: GRADE LEVEL K-4, bullets 1* *CDE Math Standard 6: GRADE LEVEL K-4, bullet 4*
1M3	*CDE Math Standard 1: GRADE LEVEL K-4, bullet 3* *CDE Math Standard 3: GRADE LEVEL K-4, bullet 4*
1M4	*CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4* *CDE Math Standard 2: GRADE LEVEL K-4, bullet 4* *CDE Math Standard 3: GRADE LEVEL K-4, bullets 2, 4* *CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6*
1M5	*CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4* *CDE Math Standard 2: GRADE LEVEL K-4, bullet 4* *CDE Math Standard 3: GRADE LEVEL K-4, bullet 4* *CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6*
1M6	*CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4* *CDE Math Standard 2: GRADE LEVEL K-4, bullet 4* *CDE Math Standard 3: GRADE LEVEL K-4, bullet 4* *CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6*
1M7	*CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4* *CDE Math Standard 2: GRADE LEVEL K-4, bullet 4* *CDE Math Standard 3: GRADE LEVEL K-4, bullet 4* *CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6*
1M8	*CDE Math Standard 1: GRADE LEVEL K-4, bullet 3* *CDE Math Standard 6: GRADE LEVEL K-4, bullet 1*
1M9	*CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4* *CDE Math Standard 5: GRADE LEVEL K-4, bullets 1, 2* *CDE Math Standard 6: GRADE LEVEL K-4, bullet 2*
1M10	*CDE Math Standard 1: GRADE LEVEL K-4, bullet 3* *CDE Math Standard 3: GRADE LEVEL K-4, bullet 3* *CDE Math Standard 3: GRADE LEVEL 5-8, bullet 3*

1M1

Add, Subtract, Multiply and Divide Whole Numbers

CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 2, 3, 4
CDE Math Standard 2: GRADE LEVEL K-4, bullets 1, 3, 4
CDE Math Standard 6: GRADE LEVEL K-4, bullet 1

Related Competencies: 1R18, 1R19, 1W2, 1W7, 1M2, 1M3, 1M4, 1M5, 1M6, 1M7, 1M8

SKILLS NEEDED: This competency requires that students can count from one to one hundred and understand place value from *ones* to *thousands*.

VOCABULARY: add, bigger, column, comma, decrease, digit, divide, double, expand, increase, larger, less than, more than, minus, multiply, number, numeral, put together, reduce, row, sequence, smaller, split, subtract, take away, times, total, triple

MATERIALS: manipulatives (math counters: visual and tactile aids such as beans, bottle caps, or small tiles - small objects that can be used for counting; see NOTE on next page), copies of the practice pages, copies of the verification pages, vocabulary flash cards

1M1

NOTE: The following steps are guidelines. Please use the materials and methods of instruction for these concepts that work best for you and your students. This competency is not meant to be completed in one class period.

Teachers can significantly reduce math anxiety by providing math counters (manipulatives) for students to see, touch and move as they explore math concepts. Counters such as Cuisenaire rods®, beans, or bottle caps can provide tangible examples for math concepts. Manipulatives make initial learning experiences more enjoyable and successful. Eventually, students have to solve problems without using manipulatives; therefore, ample practice with each concept is recommended. ***Do not move onto another concept before students have fully grasped the previous one.***

STEPS:

1) Review the counting of numerals from one to one hundred. Be sure your students understand the place value of numerals from *ones* to *thousands*. Explain the use of commas in numbers greater than 999. Moving from right to left, a comma is placed between the third and fourth digits and the sixth and seventh digits when a number has four to seven numerals.

Examples: 4 , 3 2 1

This number has four digits, so a comma goes between the third (hundreds) digit and the fourth (thousands) digit.

7 , 6 5 4 , 3 2 1

This number has six digits, so a comma goes between the third (hundreds) digit and the fourth (thousands) digit, and between the fifth (hundred-thousands) digit and the sixth (millions) digit.

Practice placing commas in various numerals before moving to step 2.

2) The first math concept to teach is addition; it lays a good foundation for the manipulation of numerals and digits and puts place value into a working context. Divide the class into small groups and give each group fifty counters.

1M1

a) Establish that addition means combing two or more amounts to get a larger amount. Write the addition sign (+) at the top of a piece of mini-poster board and below it write words associated with the sign such as *add*, *make bigger*, *make more*, *put together*, *larger*, and *increase*. This will help students recognize the math symbol as part of their everyday vocabulary.

b) Demonstrate addition using counters by showing two groups of counters coming together to make a larger group.

c) On the board, demonstrate how to write a simple horizontal addition problem.

Example: 3 + 7 =

Use the counters to show the quantity of three and the quantity of seven. Combine the counters and then count the total amount. Tell students that the total amount is the answer to the problem. The ten would be written after the equal sign. Establish that the equal sign (=) sign means *equals*, *is the same as*, or *is*.

Example: 3 + 7 = 10

d) Demonstrate more simple horizontal addition problems and ask students to solve them by using counters.

1M1

e) Introduce the number line as another method for solving addition problems. Draw a number line on the board and demonstrate how to use it to find an answer to an addition problem.

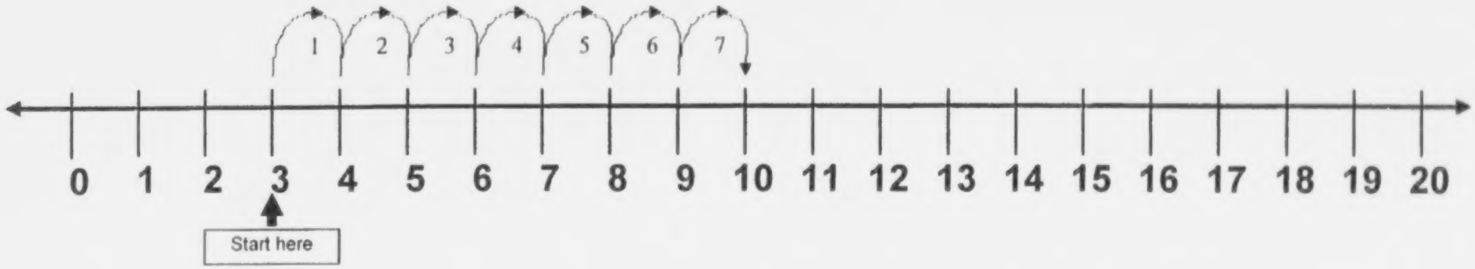
Example: 3 + 7 =

1) The first number in the problem is the starting point; locate the 3 on the number line.

2) The addition sign means increase; you will move up the number line to the right.

3) The number after the addition sign tells how many spaces to move. Start at the 3 and count 7 spaces to the right.

4) That brings you to the 10; 3 + 7 = 10



Hand out copies of the number lines practice page. Write a few more simple horizontal addition problems on the board and ask students to practice solving them using number lines.

1M1

f) Show students how to add more than two numbers. Use counters and the number line to demonstrate.

Example: $3 + 2 + 4 + 2 =$

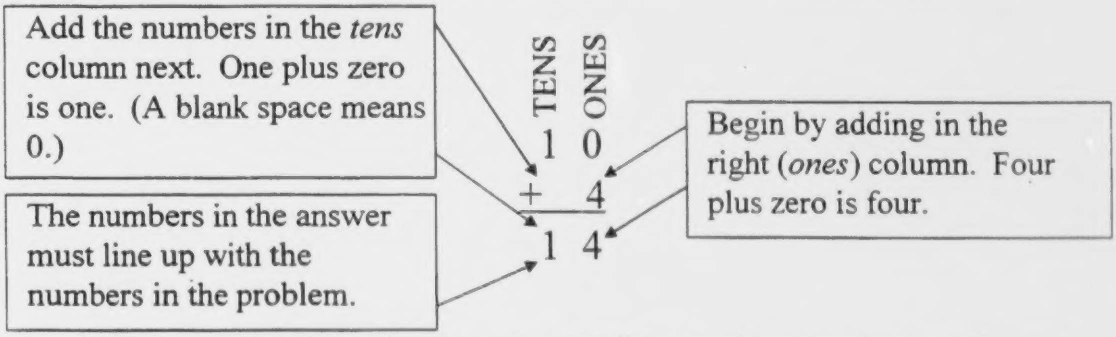
Establish that adding more than two numbers should be done as a sequence: combine the first two digits, then continue adding from left to right until all the numbers have been combined.

Demonstrate more horizontal addition problems using more than two numbers and ask students to assist in solving them using counters and number lines.

g) Demonstrate a vertical addition problem on the board.

Example:
$$\begin{array}{r} 10 \\ +\ 4 \\ \hline \end{array}$$
Establish that this is another way to write: $10 + 4 =$

Point out that the numbers in the problem must line up according to their place value (*ones* lined up vertically under *ones*, *tens* under *tens* etc.). In vertical problems, the numbers are added column by column, *from right to left*. Explain that a blank space above or below a number represents zero.



Add the numbers in the *tens* column next. One plus zero is one. (A blank space means 0.)

The numbers in the answer must line up with the numbers in the problem.

Begin by adding in the right (*ones*) column. Four plus zero is four.

h) Demonstrate more simple vertical addition problems and ask students to help solve them using counters and number lines. Use problems that do not involve carrying.

i) Demonstrate how to add vertical problems with more than two numbers.

Example:
$$\begin{array}{r} 10 \\ 3 \\ +\ 4 \\ \hline \end{array}$$

Write some problems on the board and have students solve them orally.

1M1

j) Now demonstrate how to ***carry*** numbers in vertical problems. When one column of numbers adds up to ten or more, the *tens* digit of that number is carried over to the next column.

Example:

```
 1
11
+ 9
20
```

Adding the 9 and the 1 makes 10. The zero is written in the answer at the bottom of the *ones* column. The 1 (which is actually 1 ten) is *carried* to the top of the *tens* column and is then added to the numbers in the *tens* column.

k) Demonstrate more ***carrying*** problems, and encourage students to help with solving the problems. Demonstrate first, then have students practice problems with two digits of place value (*tens*) and then with three digits (*hundreds*).

l) Hand out the Addition Practice Page and ask students to complete the exercises. Review the answers to the practice page before moving to the next step.

3) Now teach the concept of subtraction.

a) Establish that subtraction means taking an amount from another to make a smaller amount. Write the subtraction sign (-) at the top of a piece of mini-poster board and write words associated with the sign such as *make smaller*, *decrease*, *take away*, *reduce*, and *minus*.

b) Demonstrate subtraction using counters. Start with eight counters and remove (take away) four. Point out that the original amount gets smaller when you take away or subtract.

c) On the board, demonstrate how to write a simple horizontal subtraction problem.

Example: 8 - 4 =

Use the counters to show the quantity of 8. Take away 4 counters and then count the amount left. Tell students that the amount remaining is the answer to the problem. A four would be written after the equal sign.

Example: 8 - 4 = 4

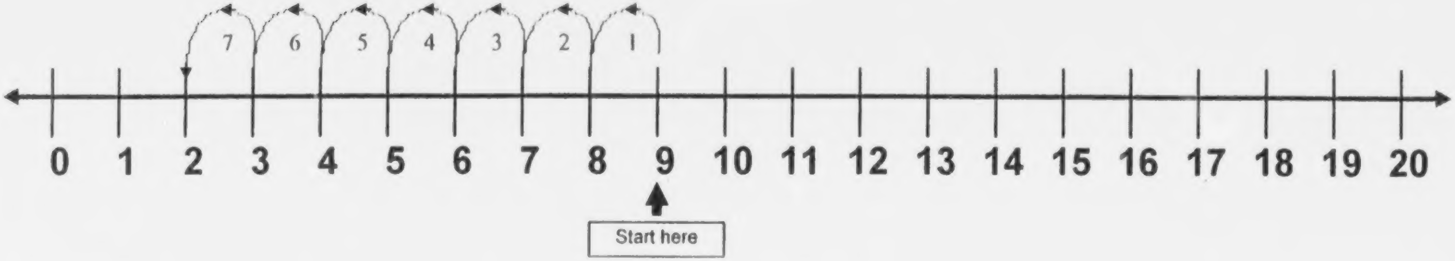
d) Demonstrate a few more simple horizontal subtraction problems and ask students to assist in solving them using their counters.

1M1

e) Demonstrate how to use the number line to solve subtraction problems.

Example: 9 - 7 =

1. The first number in the problem is the starting point; locate the 9 on the number line.
2. The subtraction sign means decrease; you will move down the number line to the left.
3. The number after the subtraction sign tells how many spaces to move. Start at the 9 and count 7 spaces to the left.
4. That brings you to the 2; 9 - 7 = 2



Hand out copies of the number lines practice page. Write a few more simple horizontal subtraction problems on the board and ask students to practice solving them using number lines.

332

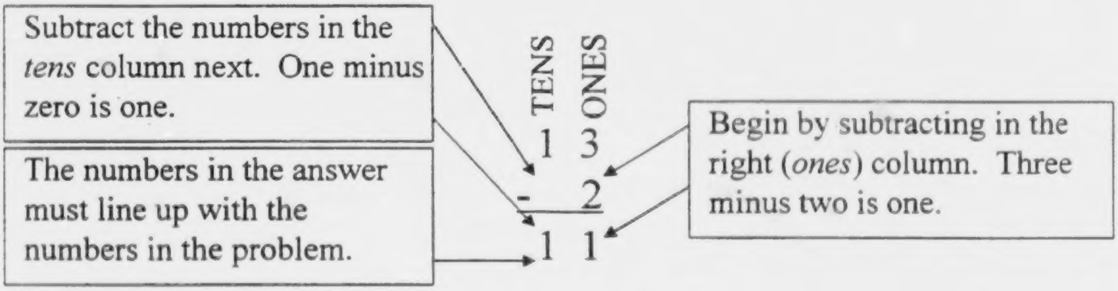
333

1M1

f) Demonstrate a vertical subtraction problem on the board.

Example: 13 Establish that this is another way
-2 to write: 13 - 2 =

Point out that the numbers in the problem must line up according to their place value (*ones* lined up vertically under *ones*, *tens* under *tens*, etc.) In vertical problems, *subtract numbers from right to left.*



Subtract the numbers in the *tens* column next. One minus zero is one.

The numbers in the answer must line up with the numbers in the problem.

Begin by subtracting in the right (*ones*) column. Three minus two is one.

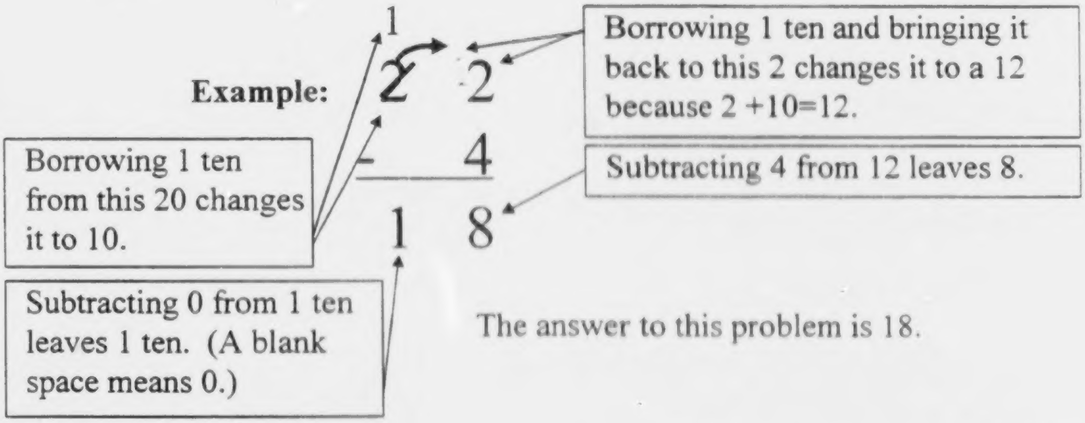
g) Demonstrate more simple vertical subtraction problems and ask students to help solve them using counters and number lines. Use examples that do not involve ***borrowing***.

h) Demonstrate how to ***borrow*** numbers in vertical subtraction.

Example: 22
- 4

Since it is not possible to take 4 from 2, it is necessary to go to the 2 in the *tens* column, ***borrow*** one ten from it and bring it to the 2 in the *ones* column.

Example:



Borrowing 1 ten and bringing it back to this 2 changes it to a 12 because 2 +10=12.

Subtracting 4 from 12 leaves 8.

Borrowing 1 ten from this 20 changes it to 10.

Subtracting 0 from 1 ten leaves 1 ten. (A blank space means 0.)

The answer to this problem is 18.

1M1

i) Demonstrate more ***borrowing*** problems so students understand the pattern. Demonstrate how to ***borrow*** using numbers with zeros and three digits (*hundreds*). Write a few problems on the board and guide students in solving them.

j) Hand out the Subtraction Practice Page and ask students to complete the exercises. Review the answers to the practice page before moving to the next step.

4) Now teach the concept of multiplication.

a) Establish that multiplication is a short way to add. Write the multiplication sign (**X**) at the top of a piece of mini-poster board and write words associated with the sign such as *multiply*, *times*, *double*, *triple*, *increase*, and *expand.*

b) Demonstrate multiplication using counters. Start with three groups of two counters. Point out that having three groups of two is the same as saying 2 + 2 + 2 or "three twos," (three sets of two). Point out that the order of the numbers in multiplication does not affect the answer: 3 x 2 is the same as 2 x 3.

c) On the board, demonstrate how to write a simple horizontal multiplication problem.

Example: 4 x 3 =

Use the counters to show four groups of three. Tell students that the total amount is the answer to the problem. Having four groups of three totals twelve.

Example: 4 x 3 = 12

d) Demonstrate a few more simple horizontal multiplication problems and ask students to help solve them using their counters.

e) Show students a vertical multiplication problem on the board.

Example: $\begin{array}{r} 6 \\ \underline{\times\ 2} \end{array}$ Establish that this is another way to write: 6 x 2 =

1M1

f) Demonstrate more simple vertical problems and ask students to help solve them using counters. Encourage students to practice their multiplication tables. Use copies of the 1M1 Multiplication Chart for classroom practice.

Establish these multiplication rules:

> *A number times zero equals zero*: 2 x 0 = 0; 5 x 0 = 0; 37 x 0 = 0, etc.
> *A number times one equals the number*: 5 x 1 = 5; 8 x 1 = 8, etc.

g) Demonstrate how to multiply a two-digit number by a one-digit number (avoid ***carrying*** in your first examples). Remind students that the numbers in the problem and in the answer must line up correctly according to their place value (*ones* lined up vertically under *ones*, *tens* under *tens* etc.) Also remind students to multiply the numbers *from right to left*.

Example:

$$\begin{array}{cc} \text{TENS} & \text{ONES} \\ 1 & 2 \\ \times & 4 \\ \hline 4 & 8 \end{array}$$

First, multiply the 2 by the 4. This gives you 8. Say, "4 times 2 is 8."

Next, multiply the 1 by the 4. This gives you 4. Say, "4 times 1 is 4." The answer is 48.

Have students practice this pattern a few times by asking them to orally solve problems you write on the board. Next, demonstrate how to multiply three-digit numbers by a one-digit number, and practice them on the board. For your first examples, use problems that do not involve ***carrying***.

h) Show students how to ***carry*** in multiplication.

Example:

$$\begin{array}{cc} 1 & 2 \\ \times & 5 \\ \hline 6 & 0 \end{array}$$

First, multiply 5 times 2. This gives you 10. Write the 0 in the *ones* column and ***carry*** the 1 (which is actually 1 ten) to the *tens* column.

Next, multiply 5 times 1. The 1 is actually 1 ten, so 5 x 10 is 50. Then add the ***carried*** 10 to 50. This gives you 60. Since it is already in the tens column, simply write 6.

The answer to this problem is 60.

1M1

Write some problems on the board and ask students to solve them using the ***carrying*** pattern. Demonstrate ***carrying*** with three-digit numbers multiplied by a one-digit number and have students practice these on the board.

i) Demonstrate how to multiply a two-digit number by another two-digit number (avoid ***carrying*** in your first examples).

Example:

$$\begin{array}{r} 1\ 3 \\ \times\ 2\ 1 \\ \hline \end{array}$$

1) Multiply 1 times 3. This gives you 3 in the *ones* column.

$$\begin{array}{r} 1\ 3 \\ \times\ 2\ 1 \\ \hline 3 \end{array}$$

2) Multiply 1 times 1. This gives you 1 in the *tens* column.

$$\begin{array}{r} 1\ 3 \\ \times\ 2\ 1 \\ \hline 1\ 3 \end{array}$$

3) Write a zero under the 3 in the *ones* column to begin a second answer line.

$$\begin{array}{r} 1\ 3 \\ \times\ 2\ 1 \\ \hline 1\ 3 \\ 0 \end{array}$$

In step one, the multiplying number (the 1) was in the *ones* column. The zero here is a place holder and shows that the next multiplying number (the 2) is in the *tens* column.

4) Multiply the 2 times 3. This gives you a 6 in the *tens* column.

$$\begin{array}{r} 1\ 3 \\ \times\ 2\ 1 \\ \hline 1\ 3 \\ 6\ 0 \end{array}$$

1M1

5) Multiply 2 times 1. This gives you a 2 in the *hundreds* column.

$$\begin{array}{r} \curvearrowleft\ 1\ 3 \\ \times\, 2\ 1 \\ \hline 1\ 3 \\ 2\ 6\ 0 \\ \hline \end{array}$$

6) Add the numbers in the two lower lines to get the final answer.

$$\begin{array}{r} 1\ 3 \\ \times\, 2\ 1 \\ \hline \mathbf{1\ 3} \\ +\,\mathbf{2\ 6\ 0} \\ \hline \mathbf{2\ 7\ 3} \end{array}$$

The answer to this problem is 273.

Have students practice this pattern by orally solving problems you write on the board. Demonstrate two by three digit and three by three digit multiplication. Integrate examples with carrying so students will understand the patterns for placing zeros and adding the answer lines.

j) Hand out copies of the 1M1 Multiplication Practice Page and ask students to complete the exercises. Review all answers before moving on to the next step.

5) Now teach the concept of division.

a) Establish that division means finding out how many equal parts are in a group; it is the reverse of multiplication. Write the division sign (÷) at the top of a piece of mini-poster board and write words associated with the sign such as divide, division, split, cut, share, and break apart.

b) Demonstrate division using counters. Start with 6 counters and show students how to split the group of 6 into two equal parts. Point out that upon splitting 6 into two equal parts, each part has 3 counters.

1M1

c) On the board, demonstrate how to write a simple horizontal division problem.

Example: $4 \div 2 =$ This problem says "4 divided by 2."

Use the counters to show a group of four being divided into two parts. Tell students that the amount in each of the groups is the answer to the problem. When you divide 4 into two groups, each group will have 2; 2 is the answer.

Example: $4 \div 2 = 2$

d) Demonstrate more simple horizontal division problems and ask students to assist in solving them using counters. At this time, avoid examples that involve remainders.

e) Show how to set up a division problem using a division bracket.

Example: $2\overline{)6}$ Establish that this is another way to write: $6 \div 2 =$

This problem means 6 divided by 2, and is read "2 divided into 6." Solve the problem by finding how many equal groups of 2 are in 6. The answer 3 is written above the 6.

Example:

$$\begin{array}{r} 3 \\ 2\overline{)6} \end{array}$$

f) Demonstrate more non-remainder problems using division brackets and ask students to help solve them using counters.

g) Now demonstrate a simple division problem involving a remainder.

Example:

$$\begin{array}{r} 1\ \text{R}1 \\ 2\overline{)3} \\ -\underline{2} \\ 1 \end{array}$$

2 goes into 3 one time with 1 left over. The left over 1 is the ***remainder*** (**R**).

h) Write a few remainder practice problems on the board and ask students to solve them orally.

1M1

i) Demonstrate division of a two-digit number by a single-digit number. Establish the four steps of division (use non-remainder problems for your initial examples):

1) Divide
2) Multiply
3) Subtract
4) Bring down the next number

Example: $4\overline{)\,9\;2}$

1) Divide 4 into 9. It goes 2 times; write a 2 over the 9.

$$\begin{array}{r} 2 \\ 4\overline{)\,9\;2} \end{array}$$

2) Multiply the 2 x 4. That answer 8 goes under the 9.

$$\begin{array}{r} 2 \\ 4\overline{)\,9\;2} \\ -\underline{8} \end{array}$$

3) Subtract the 8 from 9 and write that answer 1 under the 8.

$$\begin{array}{r} 2 \\ 4\overline{)\,9\;2} \\ -\underline{8} \\ 1 \end{array}$$

4) Bring down the 2 in the problem and place it next to the 1.

$$\begin{array}{r} 2 \\ 4\overline{)\,9\;2} \\ -\underline{8}\;\downarrow \\ 1\;2 \end{array}$$

1M1

Now repeat the four steps.

1) Divide 4 into 12. It goes 3 times; write a 3 over the 2.

$$\begin{array}{r}
23\\
4\overline{)92}\\
-\underline{8}\\
12
\end{array}$$

2) Multiply the 3 x 4. The answer 12, goes under the 12.

$$\begin{array}{r}
23\\
4\overline{)92}\\
-\underline{8}\\
12\\
-\underline{12}
\end{array}$$

3) Subtract 12 from 12 and write the answer 0, under the 12.

$$\begin{array}{r}
23\\
4\overline{)92}\\
-\underline{8}\\
12\\
-\underline{12}\\
0
\end{array}$$

4) There are no more digits to bring down, so this problem is finished

$$\begin{array}{r}
23\\
4\overline{)92}\\
-\underline{8}\\
12\\
-\underline{12}\\
0 \leftarrow
\end{array}$$

The 0 here shows that there is no remainder.

1M1

j) Demonstrate this pattern of division on the board a few times. When students feel comfortable with it, ask them to assist in solving practice problems on the board.

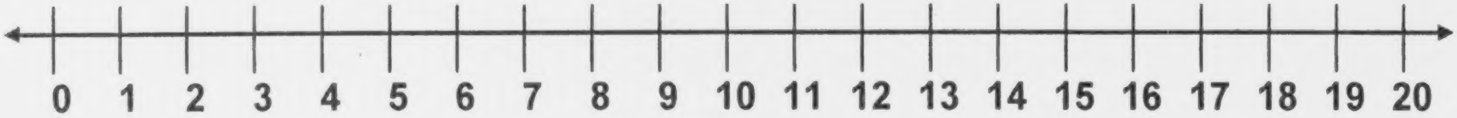
k) Use the four step division pattern to show students how to divide three-digit numbers by one and two-digit numbers. Show examples of problems with remainders.

l) Hand out copies of the 1M1 Division Practice Page and ask students to complete the exercises. Review all answers and review addition, subtraction and multiplication before moving on to the verification.

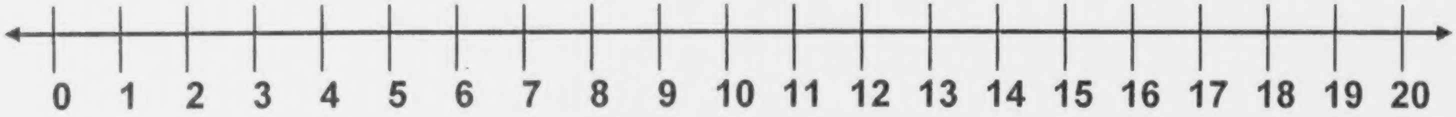
6) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1M1 Number Lines Practice Page


0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

Problem: ____ ____ ____ = ____


0
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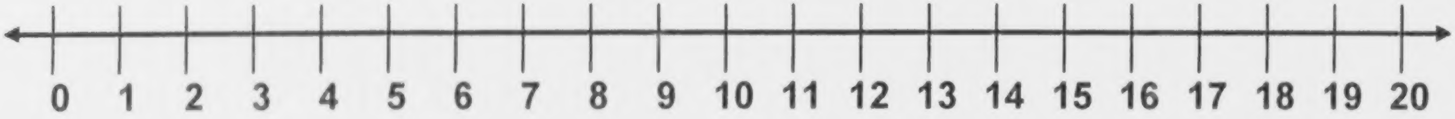
19
20

Problem: ____ ____ ____ = ____


0
1
2
3
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11
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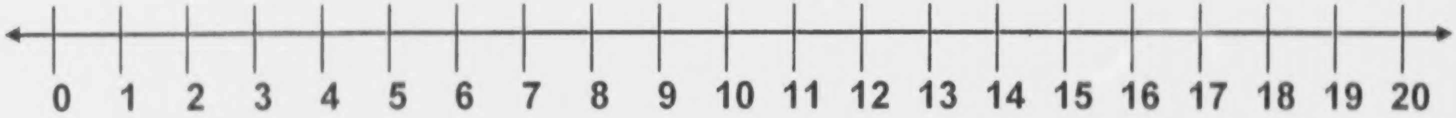
16
17
18
19
20

Problem: ____ ____ ____ = ____


0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

Problem: ____ ____ ____ = ____

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1M1 Multiplication Chart

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

1M1 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Number Power (Book 1)**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Career Math Makes Sense**
New Readers Press Dept. 74 P.O. Box 888 Syracuse, NY 13210 1-800-448-8878	**Breakthrough Math Series (Books 1-6)**
Phoenix Learning Resources 2345 Chaffee Rd. St. Louis, MO 63146 1-800-221-1274	**Literacy in Lifeskills (Book 1)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Fundamentals of Mathematics (Book 1)**

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1M1 Addition Practice Page *(Not for verification)*

Answer the following addition problems.

1) 2 + 4 =
2) 7 + 2 =
3) 5 + 1 =
4) 16 + 4 =
5) 10 + 8 =
6) 2 + 11 + 4 =
7) 12 + 3 + 5 =
8) 2 + 17 + 1 =

Answer the following addition problems. Show all the carried numbers.

9) $$\begin{array}{r} 10 \\ +\ 4 \\ \hline \end{array}$$

10) $$\begin{array}{r} 35 \\ +\ 2 \\ \hline \end{array}$$

11) $$\begin{array}{r} 51 \\ +29 \\ \hline \end{array}$$

12) $$\begin{array}{r} 72 \\ +10 \\ \hline \end{array}$$

13) $$\begin{array}{r} 56 \\ +37 \\ \hline \end{array}$$

14) $$\begin{array}{r} 31 \\ 48 \\ +20 \\ \hline \end{array}$$

15) $$\begin{array}{r} 1 \\ 88 \\ +32 \\ \hline \end{array}$$

16) $$\begin{array}{r} 53 \\ 12 \\ +31 \\ \hline \end{array}$$

17) $$\begin{array}{r} 41 \\ 26 \\ +17 \\ \hline \end{array}$$

18) $$\begin{array}{r} 27 \\ 38 \\ +19 \\ \hline \end{array}$$

19) $$\begin{array}{r} 311 \\ 482 \\ +203 \\ \hline \end{array}$$

20) $$\begin{array}{r} 25 \\ 182 \\ +303 \\ \hline \end{array}$$

21) $$\begin{array}{r} 284 \\ 502 \\ +335 \\ \hline \end{array}$$

22) $$\begin{array}{r} 271 \\ 562 \\ +153 \\ \hline \end{array}$$

23) $$\begin{array}{r} 114 \\ 803 \\ +\ 532 \\ \hline \end{array}$$

24) $$\begin{array}{r} 434 \\ 785 \\ 503 \\ +\ 342 \\ \hline \end{array}$$

25) $$\begin{array}{r} 5 \\ 572 \\ 83 \\ +\ 246 \\ \hline \end{array}$$

26) Read the following list of numbers: 2, 4, 6, 8, 10. Starting with the two, how much is being added to each number to make the next number?

_____

348

1M1 Subtraction Practice Page *(Not for verification)*

Answer the following subtraction problems.

1) 6 - 4 =
2) 5 - 2 =
3) 8 - 7 =
4) 9 - 2 =
5) 10 - 8 =
6) 7 - 6 =
7) 27 - 1 =
8) 16 - 4 =

Answer the following subtraction problems and show all the borrowed numbers.

9) $\begin{array}{r} 7 \\ -\ 4 \\ \hline \end{array}$ 10) $\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$ 11) $\begin{array}{r} 59 \\ -\ 7 \\ \hline \end{array}$ 12) $\begin{array}{r} 47 \\ -\ 6 \\ \hline \end{array}$ 13) $\begin{array}{r} 58 \\ -37 \\ \hline \end{array}$

14) $\begin{array}{r} 31 \\ -20 \\ \hline \end{array}$ 15) $\begin{array}{r} 88 \\ -39 \\ \hline \end{array}$ 16) $\begin{array}{r} 53 \\ -31 \\ \hline \end{array}$ 17) $\begin{array}{r} 41 \\ -17 \\ \hline \end{array}$ 18) $\begin{array}{r} 27 \\ -19 \\ \hline \end{array}$

19) $\begin{array}{r} 311 \\ -203 \\ \hline \end{array}$ 20) $\begin{array}{r} 525 \\ -303 \\ \hline \end{array}$ 21) $\begin{array}{r} 784 \\ -335 \\ \hline \end{array}$

22) $\begin{array}{r} 114 \\ -\ \ 32 \\ \hline \end{array}$ 23) $\begin{array}{r} 614 \\ -\ 506 \\ \hline \end{array}$ 24) $\begin{array}{r} 934 \\ -\ 342 \\ \hline \end{array}$

25) Read the following list of numbers: 20, 15, 10, 5, 0. Starting with the twenty, how much is being subtracted from each number to make the next number? ____

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1M1 Multiplication Practice Page *(Not for verification)*

Answer the following multiplication problems.

1) 3 x 4 =
2) 5 x 2 =
3) 8 x 3 =
4) 9 x 2 =
5) 1 x 8 =
6) 2 x 6 =
7) 10 x 1 =
8) 4 x 4 =

Answer the following multiplication problems and show all the carried numbers.

9) 7
x 3

10) 5
x 2

11) 56
x 4

12) 41
x 5

13) 53
x 21

14) 33
x 15

15) 76
x 23

16) 19
x 43

17) 25
x 70

18) 80
x 10

19) 311
x 203

20) 143
x 520

21) 726
x 312

22) 810
x 839

23) 114
x 32

24) 104
x 536

25) 34
x 342

26) When you multiply a number by zero, the answer is always ________.

1M1 Division Practice Page *(Not for verification)*

Answer the following division problems.

1) $3 \div 1 =$
2) $6 \div 2 =$
3) $9 \div 3 =$
4) $8 \div 4 =$
5) $10 \div 5 =$
6) $4 \div 2 =$
7) $10 \div 1 =$
8) $4 \div 4 =$

Answer the following division problems and show all remainders.

9) $3\overline{)6}$
10) $5\overline{)65}$
11) $4\overline{)92}$
12) $6\overline{)634}$
13) $4\overline{)257}$
14) $5\overline{)685}$
15) $25\overline{)185}$
16) $30\overline{)260}$
17) $18\overline{)730}$

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1M1 Verification Page 1

Name:_______________________ **Date:** __/__/__

1) To add means to: ____________________________________
2) To subtract means to: ____________________________________
3) To multiply means to: ____________________________________
4) To divide means to: ____________________________________

Answer the following addition problems and show carried numbers.

5) $\begin{array}{r} 41 \\ 26 \\ \underline{+17} \end{array}$

6) $\begin{array}{r} 284 \\ 502 \\ \underline{+335} \end{array}$

7) $\begin{array}{r} 34 \\ 785 \\ 503 \\ \underline{+342} \end{array}$

8) $\begin{array}{r} 5 \\ 572 \\ 83 \\ 710 \\ \underline{+246} \end{array}$

Answer the following subtraction problems and show borrowed numbers.

9) $\begin{array}{r} 41 \\ \underline{-25} \end{array}$

10) $\begin{array}{r} 400 \\ \underline{-309} \end{array}$

11) $\begin{array}{r} 814 \\ \underline{-536} \end{array}$

12) $\begin{array}{r} 900 \\ \underline{-899} \end{array}$

Answer the following multiplication problems and show carried numbers.

13) $\begin{array}{r} 25 \\ \underline{\times 70} \end{array}$

14) $\begin{array}{r} 726 \\ \underline{\times 312} \end{array}$

15) $\begin{array}{r} 104 \\ \underline{\times 653} \end{array}$

16) $\begin{array}{r} 34 \\ \underline{\times 342} \end{array}$

1M1 Verification Page 2

Name:______________________ **Date:** __/__/__

Solve the following division problems and show all remainders.

17) $3\overline{)8}$ **18)** $4\overline{)53}$ **19)** $10\overline{)860}$

20) Read the following list of numbers: 3, 6, 9, 12, 15. Starting with the three, how much is being added to each number to make the next number? ____

21) Read the following list of numbers: 50, 40, 30, 20, 10. Starting with the twenty, how much is being subtracted from each number to make the next number? ____

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1M2

Round to the Nearest Whole Number and Estimate Reasonable Answers

CDE Math Standard 1: GRADE LEVEL K-4, bullets 2, 3, 4, 5
CDE Math Standard 2: GRADE LEVEL K-4, bullet 1
CDE Math Standard 5: GRADE LEVEL K-4, bullets 1
CDE Math Standard 6: GRADE LEVEL K-4, bullet 4

Related Competencies:* *1M1, 1M6, 1R19

SKILLS NEEDED: This competency requires that students comprehend the place value of numbers from *ones* to *thousands*.

VOCABULARY: approximate, calculate, digit, estimate, hundreds, numeral, ones, place value, previous, reasonable, round, tens, thousands

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1M2

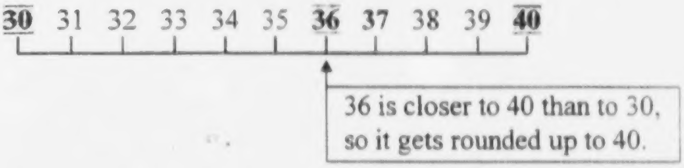
STEPS:

1) Establish a definition and a purpose for rounding numbers. Rounding is changing a number so that it is close to its original value, making it simpler to use in a calculation. Rounding saves time when performing calculations by providing quick and approximate answers.

2) Establish that numbers are rounded to specific place values and rounded numbers usually end with a zero (0).
There are two guidelines for rounding:

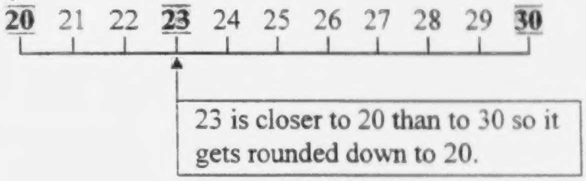
> **1)** If a number ends with the numeral 5 or greater, it is rounded ***up*** to the next round number.
>
> **2)** If a number ends with a numeral less than 5, it is rounded ***down*** to the previous round number.
>
> **a)** Demonstrate rounding to the nearest ten:

Example: To estimate 36 + 23, round each number to the nearest **ten**. 36 ends with a numeral greater than 5, and is closer to 40 than to 30; 36 is rounded ***up*** to 40.



36 is closer to 40 than to 30, so it gets rounded up to 40.

23 ends with a numeral less than 5, and is closer to 20 than to 30; 23 is rounded ***down*** to 20.



23 is closer to 20 than to 30 so it gets rounded down to 20.

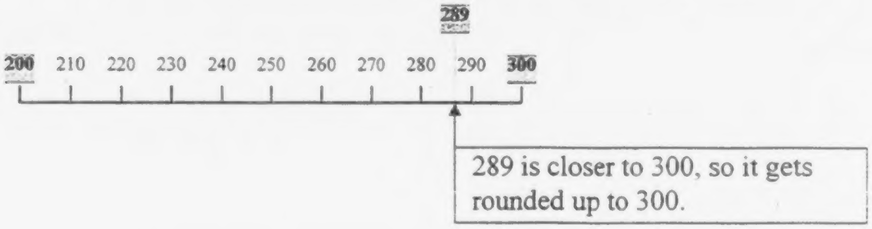
The estimated answer for 36 + 23 is 40 + 20 = 60.

Write a few numbers and problems on the board and ask students to call out rounded estimates and answers.

1M2

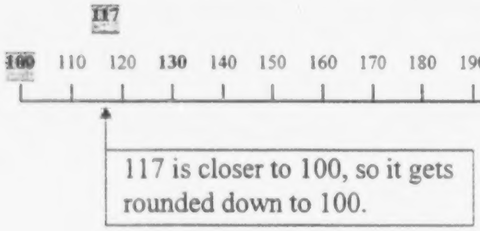
b) Demonstrate rounding to the nearest **hundred**: (Point out that 50 is now used as the deciding number instead of 5.)

Example: To estimate 289 - 117, round each number to the nearest **hundred**. 289 ends with a number greater than 50, and is closer to 300 than to 200; 289 is rounded ***up*** to 300.



289 is closer to 300, so it gets rounded up to 300.

117 ends with a number less than 50, and is closer to 100 than to 200; 117 is rounded ***down*** to 100.



117 is closer to 100, so it gets rounded down to 100.

The estimated answer for 289 - 117 would be 300 - 100 = 200.

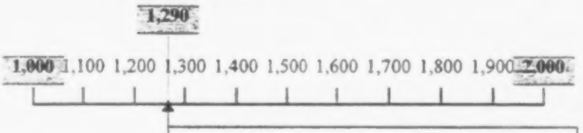
Write a few numbers and problems on the board and ask students to call out rounded estimates and reasonable answers.

NOTE: Point out that three digit numbers can also be rounded to the nearest **ten**, which usually produces a more reasonable estimate.

1M2

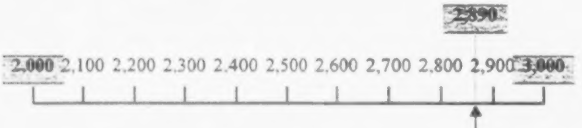
c) Demonstrate rounding to the nearest **thousand**: (Point out that 500 is now used as the deciding number instead of 5 or 50.)

Example: To estimate 1,290 + 2,890, round each number to the nearest **thousand**. 1,290 ends with a number less than 500 (290) and is closer to 1,000 than to 2,000; 1,290 is rounded ***down*** to 1,000.



1,290 is closer to 1,000, so it gets rounded down to 1,000.

2,890 ends with a number greater than 500 (890) and is closer to 3,000 than to 2,000; 2,890 is rounded ***up*** to 3,000.



2,890 is closer to 3,000, so it gets rounded up to 3,000.

The estimated answer for 1,290 + 2,890 would be 1,000 + 3,000 = 4,000.

Write a few numbers and problems on the board and ask students to call out rounded estimates and reasonable answers.

NOTE: Point out that four digit numbers can also be rounded to the nearest **ten**, or the nearest **hundred** which usually produces a better estimate.

3) Hand out copies of the practice page and ask students to complete the exercises. Review answers before doing the verification.

4) VERIFICATION: Complete the verification page.

Place the students' self-corrected final verification pages in their portfolios.

1M2 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Estimation 1: Whole Numbers and Decimals** **Math Skills that Work (Book 1)** **Number Power (Book 1)**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Career Math Makes Sense**
New Readers Press Dept. 74 P.O. Box 888 Syracuse, NY 13210 1-800-448-8878	**Breakthrough Math Series (Books 1-6)**
Phoenix Learning Resources 2345 Chaffee Rd. St. Louis, MO 63146 1-800-221-1274	**Literacy in Life Skills (Book 1)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Fundamentals of Mathematics (Book 1)**

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1M2 Practice *(Not for verification)*

Round each number to the nearest ten.

1) 16: ___ 2) 25: ___ 3) 82: ___ 4) 56: ___ 5) 67: ___
6) 134: ____ 7) 45: ___ 8) 9: ___ 9) 573: ____ 10) 91: ___

Round each number to the nearest hundred.

11) 134: _____ 12) 456: _____ 13) 778: _____ 14) 1,255: _____
15) 216: _____ 16) 545: _____ 17) 8,161: _____ 18) 301: _____

Round each number to the nearest thousand.

19) 3,401: _________ 20) 4,778: _________ 21) 8,290: _________
21) 6,567: _________ 22) 5,434: _________ 23) 2,098: _________

Round the numbers in each problem to the nearest ten, then circle the most reasonable answer for each problem. The first one has been done for you.

24) 555 + 33 =
560 + 30 =
600 or [✓ 590]

25) 24 + 215 =
___ + ___ =
230 or 240

26) 2,541 + 313 =
____ + ____ =
2,550 or 2,850

27) 37 + 29 =
___ + ___ =
50 or 70

28) 475 + 109 =
___ + ___ =
590 or 480

29) 37 + 29 =
___ + ___ =
50 or 70

Round the numbers in each problem to the nearest hundred, then circle the most reasonable answer for each problem.

30) 2,653 + 290 =
____ + ___ =
3,000 or 2,000

31) 4,331 + 5,215 =
____ + ____ =
9,600 or 9,500

32) 3,741 + 2,850 =
____ + ____ =
6,500 or 6,600

33) To estimate the number of oranges in a crate, round to the nearest __________. (ten, hundred, thousand)

34) To estimate the number of people at a football game, round to the nearest __________. (ten, hundred, thousand)

35) Read this list of numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90. If you were told that each number in the list had been rounded, you could say that each number was probably rounded to the nearest ___.

1M2 Verification

Name: ______________________ **Date:** __/__/__

Write a reasonable estimation in the space provided.

Situation	Exact	Estimate
1) The number of people in a movie theater	124	________ (nearest ten)
2) Sue's weekly pay	$330	________ (nearest hundred)
3) Cost of a used car	$5,899	________ (nearest thousand)
4) Number of students in a classroom	43	________ (nearest ten)
5) Number of miles from Denver to Eagle	367	________ (nearest hundred)
6) Number of minutes in a day	1,440	________ (nearest thousand)

Round the numbers in each problem to the nearest ten, then circle the most reasonable answer for each problem.

7) 228 + 487 =
_____ + _____ =
700, 690 or 720

8) 74 + 315 =
_____ + _____ =
400, 390, or 380

9) 35 + 2,541 + 313 =
_____ + _____ + _____ =
2,550, 2,890, or 2,850

Circle the correct place value.

To Estimate	Round to the nearest		
10) the number of cookies left in a box	ten	hundred	thousand
11) the number of fans at a Rockies' game	ten	hundred	thousand
12) the number of students at a school	ten	hundred	thousand
13) the number pills in a bottle of aspirin	ten	hundred	thousand
14) the number of nails to build a house	ten	hundred	thousand
15) the number of grapes on a bunch	ten	hundred	thousand

16) If you bought a box of cookies for $2.89 and a bottle of juice for $1.55, would you need $4.00 or $5.00 to have enough money? ________

17) Read this list of numbers: 100, 200, 300, 400, 500, 600, 700, 800, 900. If you were told that each number in the list had been rounded, you could say that each number had been rounded to the nearest ______________.

1M3

Interpret Clock Time

CDE Math Standard 1: GRADE LEVEL K-4, bullet 3
CDE Math Standard 3: GRADE LEVEL K-4, bullet 4

Related Competencies: 1R12, 1W2, 1W3, 1W5, 1M1

SKILLS NEEDED: This competency requires that students can count from one to one hundred and count by *fives*.

VOCABULARY: **A.M., a.m., ante meridiem, P.M., p.m., post meridiem, afternoon, analog, clockwise, counter-clockwise, colon (:), daily, digital, evening, hour, half past, long hand, midday, midnight, minute, noon, second, second hand, short hand, quarter past, quarter 'til**

MATERIALS: analog and digital clocks and watches, markers, construction paper, paper plates, brass paper fasteners (brads), copies of the practice pages, copies of the verification pages, vocabulary flash cards

1M3

STEPS:

1) Generate a class discussion by asking students the following questions:

- **a)** What is time?
- **b)** Why is time important?
- **c)** How do we measure time?
- **d)** How do we use time in our daily lives?

Tell students that time awareness is an important skill; it allows us to organize and schedule events in our lives.

2) Establish that the instruments for measuring daily time are clocks and watches. There are two common types of clocks: analog and digital. Analog clocks have hands that point to the numbers. Digital clocks do not have hands; they show the numbers on a screen. All clocks are divided into measurements of seconds, minutes and hours. Write this table on the board, and be sure to point out the abbreviations for time measurements:

60 seconds (sec.) = 1 minute (min.)
60 min. = 1 hour (hr.)

Draw a diagram of an analog clock on the board and discuss the information on the 1M3 Sample Clock Pages 1 and 2. A large faced clock can also be used for demonstration.

3) Use the diagram on the board or a demonstration clock to model how to read the time with the clock hands in various positions. As students grasp the concept, have them read the time orally as you reposition the clock's hands. Write the words that describe the positions of the clock's hands.

Examples: two o'clock, ten minutes after five, six minutes until eight

4) Establish that the word ***midnight*** means the middle of the night, and ***noon*** means the middle of the day. Explain the abbreviations A.M. and P.M. (which can be written in lower case a.m., p.m., but should always have periods between the letters). A.M. stands for the Latin words ***ante meridiem***: ***ante*** meaning ***before*** and ***meridiem*** meaning ***midday***. A.M. (before midday) is the time from 12:00 midnight until 12:00 noon. So 8:00 A.M. would be eight o'clock in the morning. P.M. stands for the Latin words ***post meridiem***: ***post*** meaning ***after*** and ***meridiem*** meaning ***midday***. P.M. (after midday) is the time from 12:00 noon until 12:00 midnight. So 8:00 P.M. would be eight o'clock in the evening.

1M3

4) (Cont'd.) Point out that 12:00 noon is written as 12:00 P.M. and 12:00 midnight is written as 12:00 A.M. Also point out that unlike digital clocks and watches, analog clocks and watches do not specify A.M. or P.M.

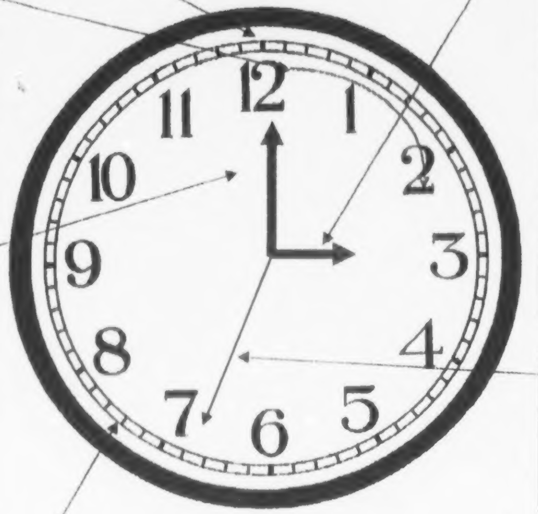
5) Have students create clock faces using paper plates and construction paper. They should write the numbers and the minute marks around the edges of the plates and cut the hands out of construction paper. Fasten the hands to the center of the paper plates using brass paper fasteners. Write various times on the board and have students represent the times on their plate clocks.

6) Draw a digital clock on the board or use a digital clock with a large read-out and demonstrate how to read it. Use the information on 1M1 Sample Clock Page 3 to assist your explanation. Hand out copies of the practice pages and ask students to complete the exercises. Review all answers before doing the verification.

7) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1M3 Sample Clock Page 1



All analog clocks have the numbers 1 to 12, with the 12 at the top.

The hands of the clock move around to the right. This is called a ***clockwise*** direction.

The long hand is called the ***minute hand***. It counts the minutes past the current hour and the minutes before the next hour.

When the long hand points to the 12 it is exactly on the current hour. In this example the time is 3 o'clock.

There are 60 minute lines around the edge of a clock because there are 60 minutes in one hour.

The long hand moves from one line to the next in 1 minute and moves all the way around the clock in 1 hour (60 minutes).

There are 5 minutes between each number on the clock's face. When the long hand moves from one number to the next, five minutes have passed.

The short hand is called the ***hour hand***. It points to the current hour of the day. The short hand takes 12 hours to go all the way around the clock (from 1 to 12).

When it is 3 o'clock the short hand points to the 3.

When it is ten minutes after 3, the short hand points just below the 3. When it is three thirty, the short hand points between the 3 and the 4. Then, the closer the time gets to 4 o'clock, the closer the short hand points to the 4.

Some analog clocks have a third hand called the ***second-hand***. The second hand moves once every second and around the clock once every minute. When the second hand moves from one number to the next, 5 seconds have gone by.

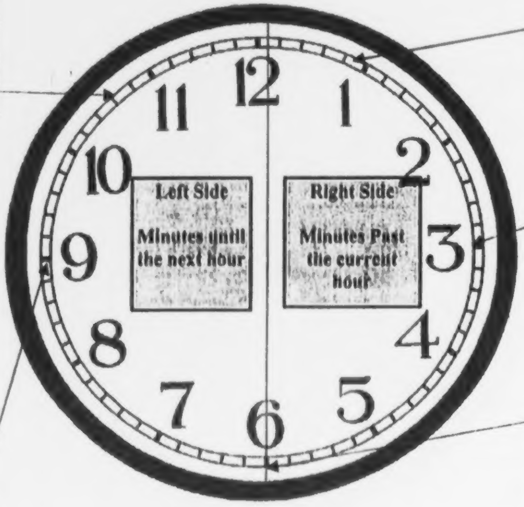
1M3 Sample Clock Page 2

Counting Minutes

The long hand counts the minutes. To count the minutes on the clock's face, always start at the 12 and move around to the right(clockwise).

When counting minutes, all the lines on the left of the clock's face represent the minutes until the next hour. If the long hand was pointing here, the time would be 7 minutes until the hour.

When counting minutes, all the lines on the right of the clock's face represent the minutes after the current hour. So if the long hand was pointing here, the time would be 4 minutes after the hour.



Fifteen lines before the 12 would be fifteen minutes before the next hour or a *quarter to* the hour. (Fifteen is one quarter of sixty.) For example, fifteen minutes before 4 can be read as "quarter to 4, fifteen 'till 4, or three-forty-five" (meaning 45 minutes have gone by since 3 o'clock).

Fifteen lines past the twelve would be fifteen minutes after the hour or *quarter past* the hour because fifteen is one quarter of sixty.

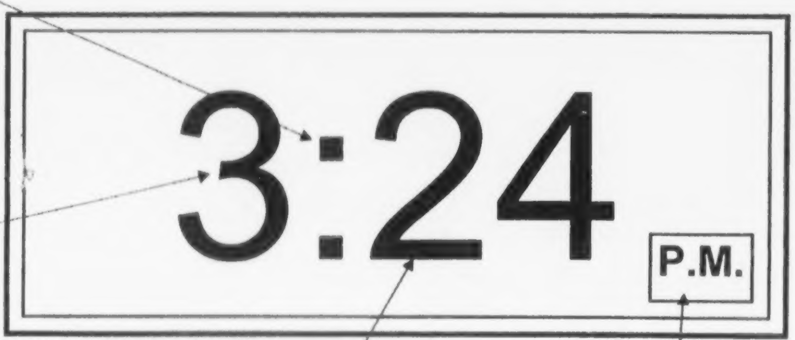
Thirty minutes past the hour is the same as *half past* the hour because thirty is half of sixty. When the long hand points here, the time can also be read as *something* thirty. Examples: two thirty (long hand pointing to 6, short hand between 2 and 3), five thirty (long hand pointing to 6, short hand between 5 and 6).

1M3 Sample Clock Page 2

Digital Clock

A punctuation mark called a ***colon*** (:) separates the hours from the minutes.

The numbers on the left side of the colon tell the hour; they change from 1 to 12 depending on the time of day. This digital clock says the current hour is three.



The numbers on the right side of the colon tell the minutes. These numbers change from 00 to 59.

On a digital clock the time is displayed as minutes after the current hour. 3:00 is exactly 3 o'clock; 3:01 is one minute after 3, 3:08 is eight minutes after three, 3:24 is twenty-four minutes after three, etc.

Most digital clocks display the A.M. and P.M. information on the screen.

1M3 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Working in English (Book 1)** **Math Skills that Work (Book 1)** **Number Power (Book 1)**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Career Math Makes Sense**
New Readers Press Dept. 74 P.O. Box 888 Syracuse, NY 13210 1-800-448-8878	**Breakthrough Math Series (Books 1-6)**
Phoenix Learning Resources 2345 Chaffee Rd. St. Louis, MO 63146 1-800-221-1274	**Literacy in Life Skills (Book 1)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Fundamentals of Mathematics (Book 1)** **Entry to English (Book 3)**

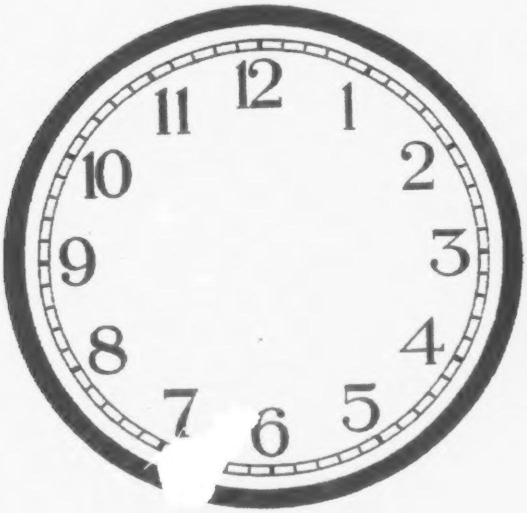
Office of Adult Education
Colorado Department of Education

1M3 Practice Page 1 *(Not for verification)*

Draw hands on the clocks to show the times listed.

1) 5:34 2) Quarter to two 3) Half-past nine 4) 11:59

1)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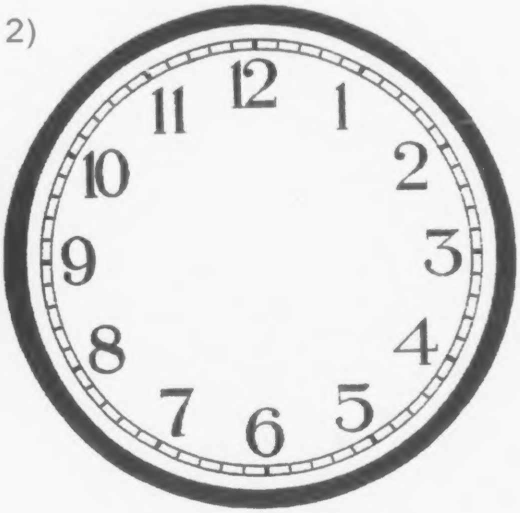
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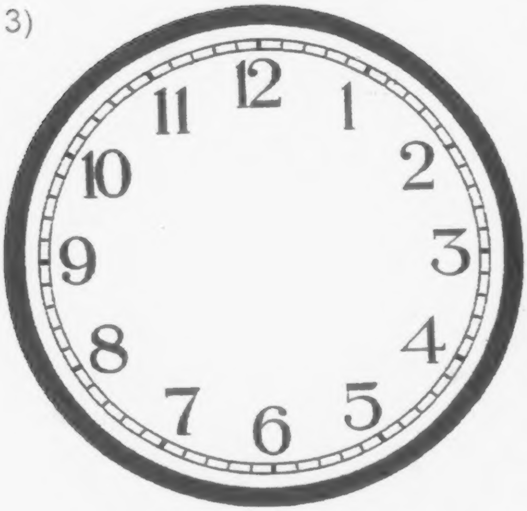
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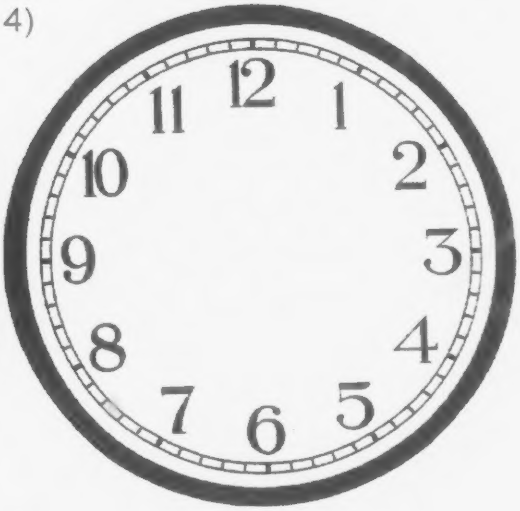
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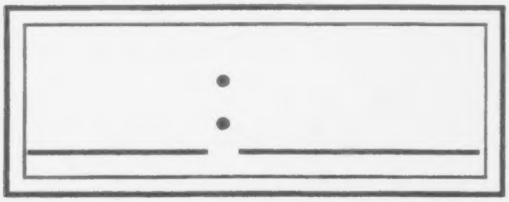
KW 6/96

1M3 Practice Page 2 *(Not for verification)*

Write the following times in the clock displays:

1) Ten-thirty A.M.
2) Five minutes to four P.M.
3) Twelve minutes after five P.M.
4) Twenty-five minutes to eight A.M.
5) Eighteen minutes after six P.M.
6) Noon

1)


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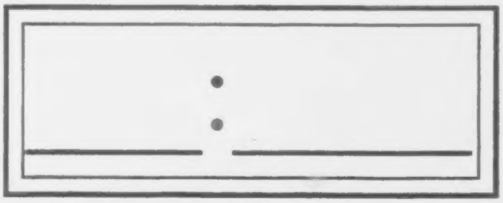

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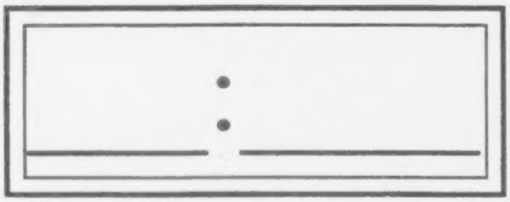

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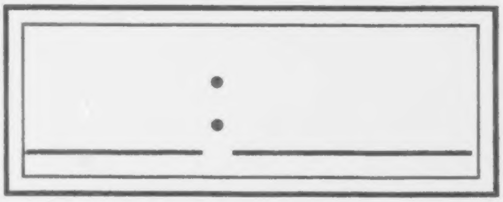

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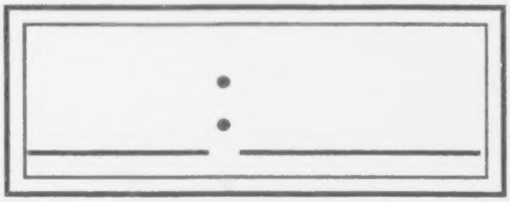

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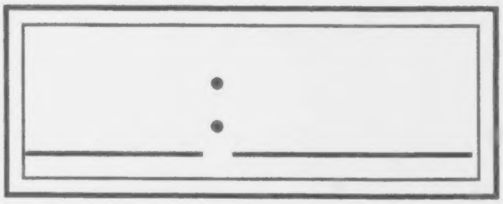
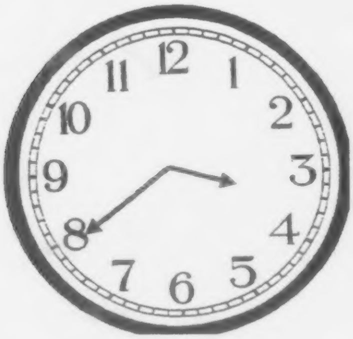
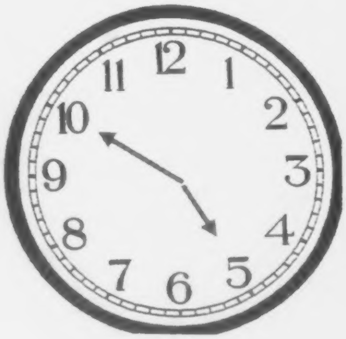
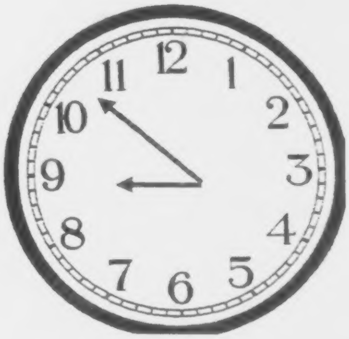


Use numbers and a colon to write the times shown on the following clocks..







1) ______________ 2) ______________ 3) ______________

1M3 Verification Page 1

Name:______________________ **Date:** __/__/__

Draw lines to match the digital clock with an analog clock that has the same time. One digital clock will not be used.

10:31 PM

3:45 PM

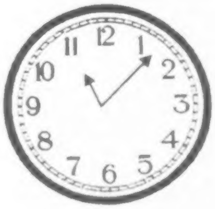
7:38 AM

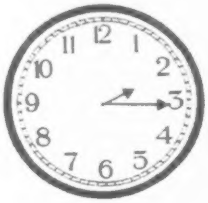
1:00 AM

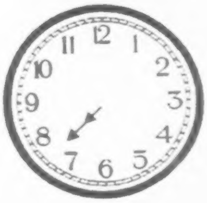
10:31 PM

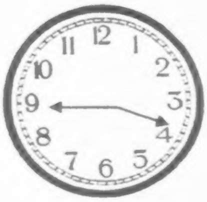
2:15 PM

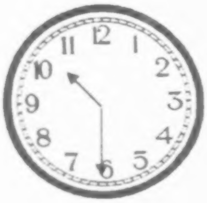
11:08 PM

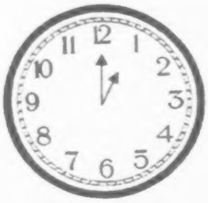








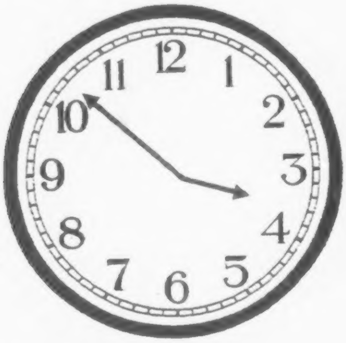




1M3 Verification Page 2

Name:______________________ **Date:** __/__/__

Use numbers and a colon to write the times shown on the following clocks.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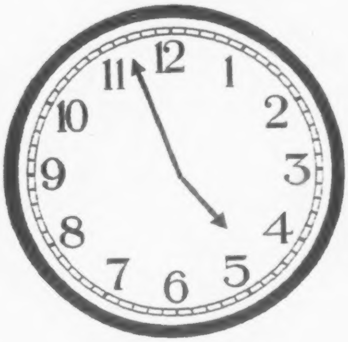
1) ______________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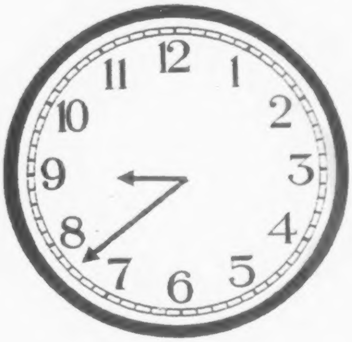
2) ______________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3) ______________

Write the following times in the clock displays:

4) Half past ten A.M.

5) Eight minutes to six P.M.

6) Quarter to three P.M.

7) Twenty-five minutes to eight A.M.

4) ________ : ________

5) ________ : ________

6) ________ : ________

7) ________ : ________

1M4

Convert Coins and Currency

CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4
CDE Math Standard 2: GRADE LEVEL K-4, bullet 4
CDE Math Standard 3: GRADE LEVEL K-4, bullets 2, 4
CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6

Related Competencies: 1M1, 1M2, 1M5, 1M7, 1M6, 1W2

SKILLS NEEDED: This competency requires that students can count from one to one hundred, add, subtract, multiply and divide whole numbers.

VOCABULARY: **amount**, **bills**, **cents (¢)**, **change**, **coins**, **convert**, **currency**, **decimal**, **denominations**, **dime**, **dollars ($)**, **goods**, **largest**, **monetary**, **most often**, **nickel**, **paper money**, **penny**, **president**, **price**, **purchase**, **quarter**, **services**, **smallest**

MATERIALS: play money or copies of the 1M4 Sample Currency Pages, copies of the practice page, copies of the verification page, vocabulary flash cards

1M4

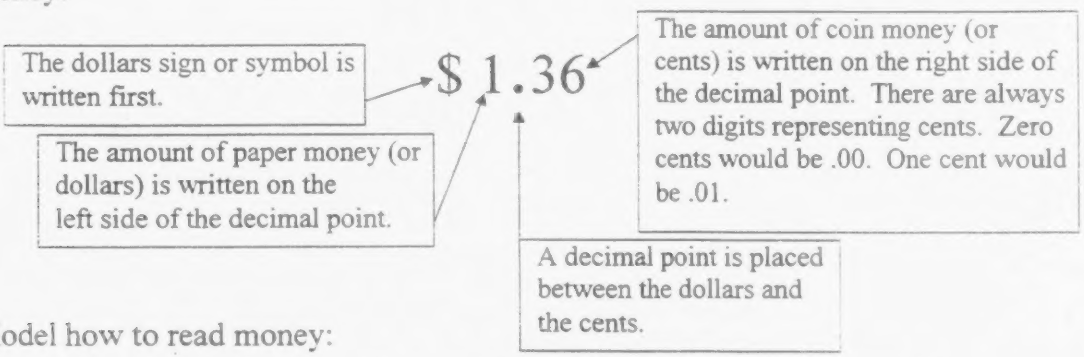
STEPS:

NOTE: Cut out a sample of each coin and bill from the 1M4 Sample Currency pages so that you have an examples for display during step 3. Use real examples for currencies of lower value (pennies, nickel, dimes, quarters and one dollar bills).

1) Establish the importance of calculating the value of money. Understanding the various forms and values of currency enables us to make better decisions about buying, helps keep track of income and spending, and gives the knowledge to calculate totals and change from purchases. Review and define the following key vocabulary words so that students will be able to use them:

a) cents (¢)
d) denominations
b) coins
e) dollars ($)
c) currency
f) paper money (bills)

2) Point out that the United States monetary system uses the ***dollar*** as the basic unit of currency. In order to pay for goods and services that are more or less than one dollar, other values or denominations of the dollar have been created. Money valuing less than one dollar is called ***cents*** (¢). Establish the pattern for writing money:



$ 1.36

The dollars sign or symbol is written first.

The amount of paper money (or dollars) is written on the left side of the decimal point.

A decimal point is placed between the dollars and the cents.

The amount of coin money (or cents) is written on the right side of the decimal point. There are always two digits representing cents. Zero cents would be .00. One cent would be .01.

Model how to read money:

Example: $1.36 is read: "one dollar and thirty-six cents."
$4.27 is read: "four dollars and twenty-seven cents."
$23.05 is read: "twenty-three dollars and five cents."

Write some prices on the board and ask students to read the values. Point out that when writing a check or writing currency in word form, the decimal point is replaced with the word ***and***.

Example: $6.32 would be: six dollars ***and*** thirty-two cents.

1M4

3) Use these charts to establish the values for the following commonly found currencies.

Name	Form (Optional Information)	Value
Penny	copper coin FRONT: Abraham Lincoln's Profile BACK: Lincoln Memorial	one penny = one cent (1¢ or $0.01) 100 pennies make one dollar **Examples:** 3 pennies = 3 cents (3¢ or $0.03) 26 pennies = 26 cents (26¢ or $0.26)
Nickel	silver coin FRONT: Thomas Jefferson's Profile BACK: Monticello (Jefferson's home)	one nickel = five cents (5¢ or $0.05) 20 nickels make one dollar (20 fives in 100) **Examples:** 2 nickels = 10 cents (10¢ or $0.10) 3 nickels = 15 cents (15¢ or $0.15)
Dime	silver coin FRONT: F. D. Roosevelt's Profile BACK: Torch, sprigs of laurel & oak	one dime = ten cents (10¢ or $0.10) 10 dimes make one dollar (10 tens in 100) **Examples:** 2 dimes = 20 cents (20¢ or $0.20) 3 dimes = 30 cents (30¢ or $0.30)
Quarter	silver coin FRONT: George Washington's Profile BACK: Bald Eagle	one quarter = twenty-five cents (25¢ or $0.25) 4 quarters make one dollar (4 twenty-fives in 100) **Examples:** 2 quarters = 50 cents (25¢ or $0.25) 3 quarters = 75 cents (75¢ or $0.75)

377

378

1M4

Name	Form (Optional Information)	Value
Half dollar	silver coin FRONT: John F. Kennedy BACK: Presidential Seal	one-half dollar = fifty cents (50¢ or $0.50) 2 half dollars make up one dollar (2 fifties in 100) **Examples:** 3 half dollars = one dollar and fifty cents ($1.50) 4 half dollars = two dollars ($2.00)
One dollar bill	paper bill FRONT: George Washington BACK: U.S. Coat of Arms	one dollar ($1.00) = 100 cents **Examples:** 2 dollars = $2.00 3 dollars = $3.00
Five dollar bill	paper bill FRONT: Abraham Lincoln BACK: Lincoln Memorial	one five dollar bill ($5.00) = five one dollar bills **Examples:** 2 five dollar bills = $10.00 3 five dollar bills = $15.00
Ten dollar bill	paper bill FRONT: Alexander Hamilton BACK: U.S. Treasury Building	one ten dollar bill ($10.00) = ten one dollar bills **Examples:** 2 ten dollar bills = $20.00 3 ten dollar bills = $30.00
Twenty dollar bill	paper bill FRONT: Andrew Jackson BACK: White House	one twenty dollar bill ($20.00) = two ten dollar bills **Examples:** 2 twenty dollar bills = $40.00 3 twenty dollar bills = $60.00

1M4

4) Establish that the pennies are the smallest forms of currency used in our country, and one hundred dollar bills are the largest form of currency used most often. Hand out copies of the practice pages and ask students to complete the exercise. Review all answers before doing the verification.

5) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

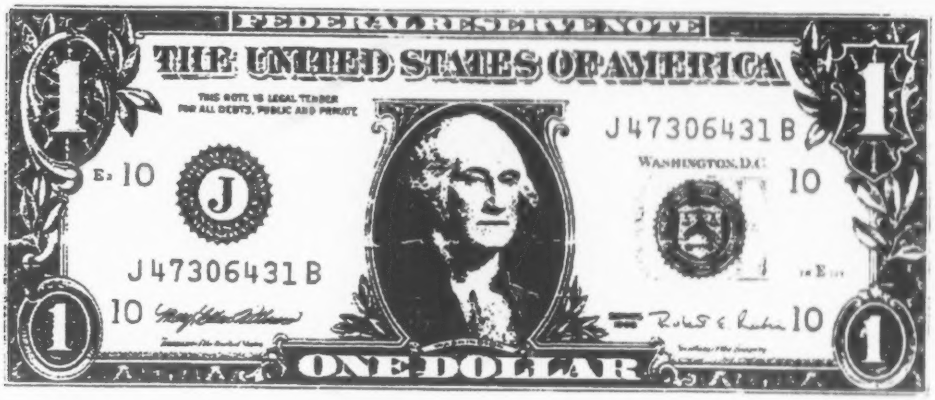
1M4 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Math Skills that Work**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Working Math Makes Sense**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Access**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 1)**

1M4 Sample Currency Page 1

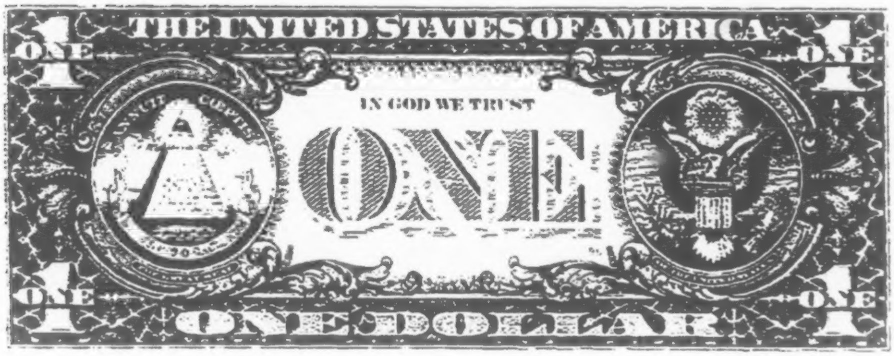
One Dollar Bill ($1.00)

(FRONT)


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
THIS NOTE IS LEGAL TENDER FOR ALL DEBTS, PUBLIC AND PRIVATE
J47306431B
WASHINGTON, D.C.
J
10
ONE DOLLAR
1

One Dollar Bill ($1.00)

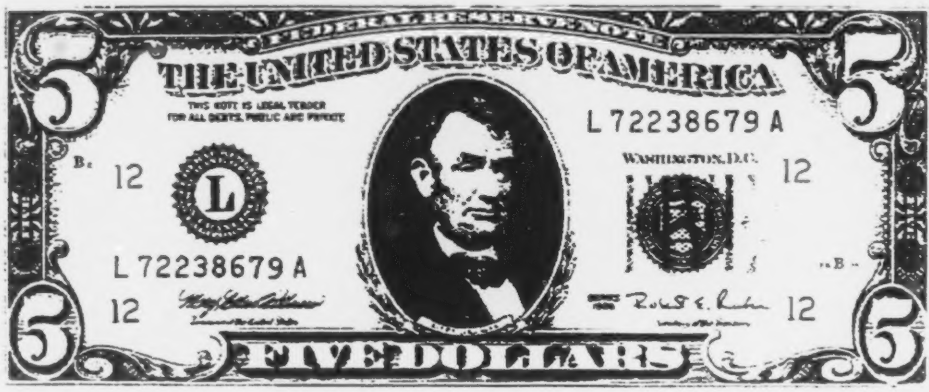
(BACK)


THE UNITED STATES OF AMERICA
IN GOD WE TRUST
ONE
ONE DOLLAR
1

1M4 Sample Currency Page 2

Five Dollar Bill ($5.00)

(FRONT)


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
THIS NOTE IS LEGAL TENDER FOR ALL DEBTS, PUBLIC AND PRIVATE
L 72238679 A
WASHINGTON, D.C.
12
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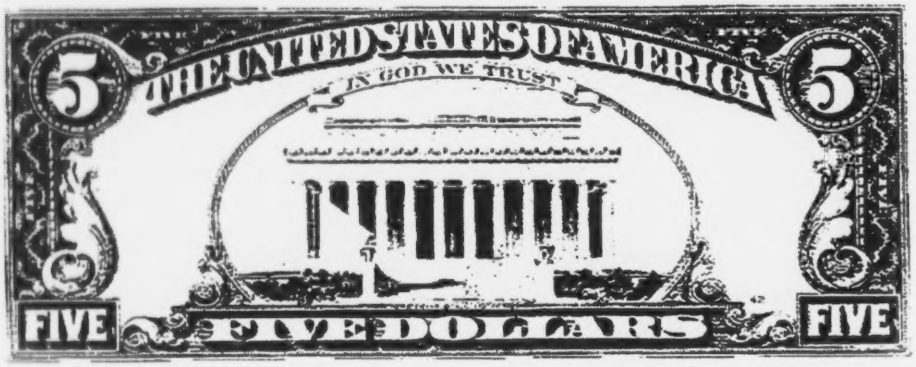
5
FIVE DOLLARS

Five Dollar Bill ($5.00)

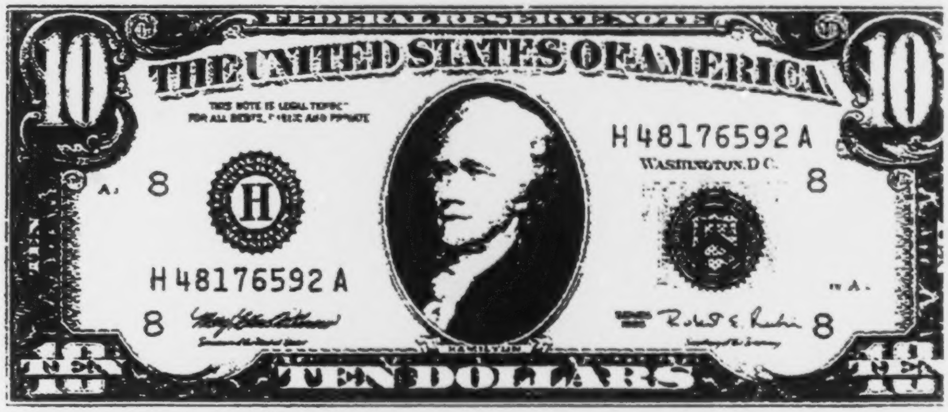
(BACK)


THE UNITED STATES OF AMERICA
IN GOD WE TRUST
5
FIVE
FIVE DOLLARS

1M4 Sample Currency Page 3

Ten Dollar Bill ($10.00)

(FRONT)


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
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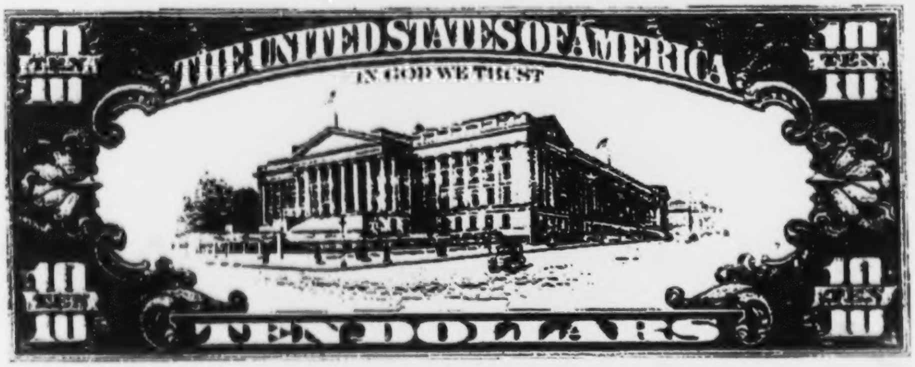
WASHINGTON, D.C.
8
H
TEN DOLLARS

Ten Dollar Bill ($10.00)

(BACK

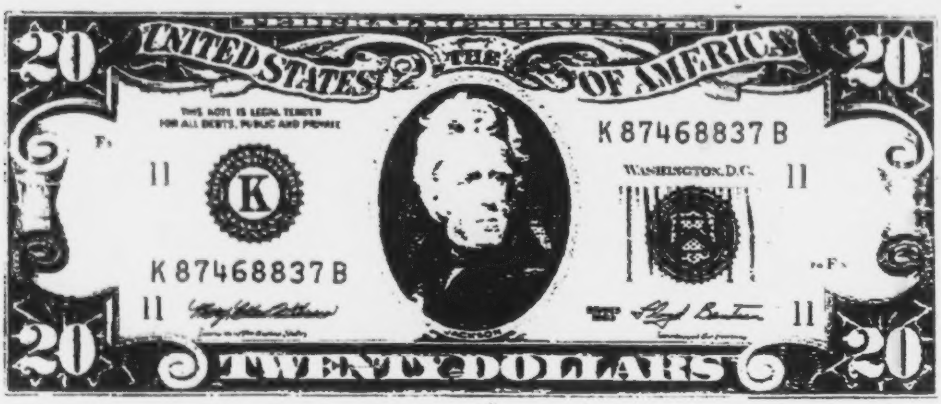

THE UNITED STATES OF AMERICA
IN GOD WE TRUST
10
TEN
TEN DOLLARS

385

1M4 Sample Currency Page 4

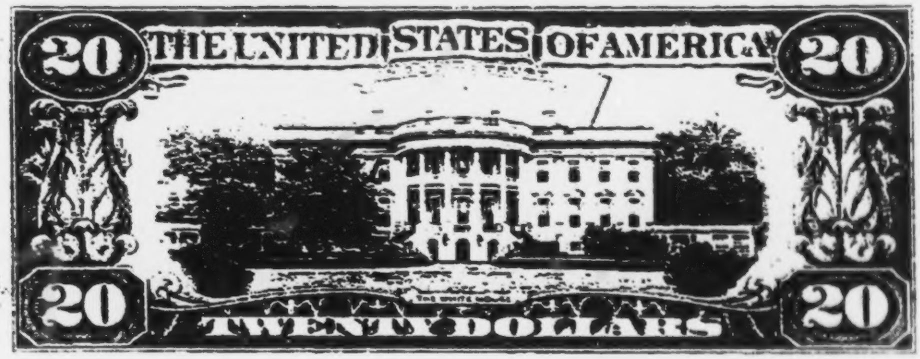
Twenty Dollar Bill ($20.00)

(FRONT)


FEDERAL RESERVE NOTE
20
UNITED STATES
THE
OF AMERICA
THIS NOTE IS LEGAL TENDER FOR ALL DEBTS, PUBLIC AND PRIVATE
K 87468837 B
K
WASHINGTON, D.C.
11
TWENTY DOLLARS

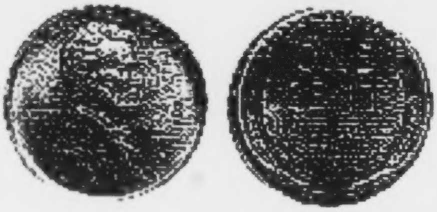
Twenty Dollar Bill ($20.00)

(BACK)

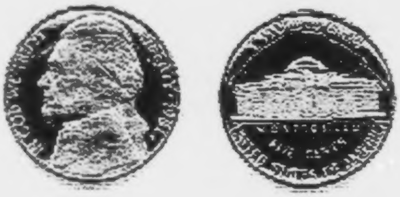

20
THE UNITED STATES OF AMERICA
TWENTY DOLLARS

1M4 Sample Currency Page 4

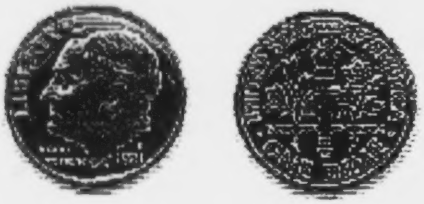
Penny / One cent: 1¢ or $0.01


(FRONT) (BACK)

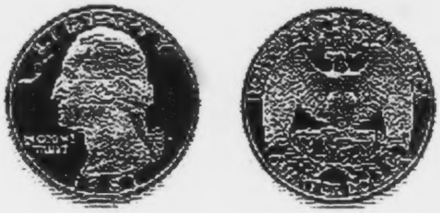
Nickel / Five cents: 5¢ or $0.05


(FRONT) (BACK)

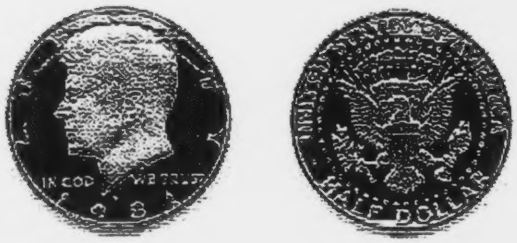
Dime / Ten cents: 10¢ or $0.10


(FRONT) (BACK)

Quarter / Twenty five cent: 25¢ or $0.25


(FRONT) (BACK)

Half dollar / Fifty cents: 50¢ or $0.50


(FRONT) (BACK)

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1M4 Practice *(Not for verification)*

Complete the chart.

Currency	Value
Penny	
	5¢
	$0.10
Quarter	
Half dollar	

Fill in the blanks.

1) How many pennies make one dollar? ___________
2) How many nickels are in one dollar? ___________
3) How many dimes are in one dollar? ___________
4) How many quarters are in one dollar? ___________
5) How many fifty cent pieces are in one dollar? ___________
6) How many nickels make one dime? ___________
7) How many pennies make one dime? ___________
8) How many nickels make one quarter? ___________
9) How many pennies make one half dollar? ___________
10) How many quarters make $3.75? ___________
11) How many dimes make $1.50? ___________
12) How many quarters make five dollars? ___________
13) How many five dollar bills make ten dollars? ___________

Complete the chart.

Number form	Word form
14) $4.25	
15)	nine dollars and sixty cents
16) $7.43	
17)	twenty-one dollars and eight cents
18) $13.38	

1M4 Verification Page 1

Name:______________________ **Date:** __/__/__

Complete the chart.

Number form	Word form
1) $10.33	
2)	fifteen dollars and two cents
3) $3.33	
4)	four dollars and ninety cents
5) $30.50	
6) $22.98	
7)	sixty dollars and five cents
8)	thirty-eight dollars and fifty-two cents
9) $59.95	
10)	four dollars and four cents

Fill in the blanks

11) How many nickels are in one dollar and ten cents? __________
12) How many quarters are in two dollars and fifty cents? __________
13) How many pennies are in $1.15? __________
14) How many dimes are in $2.30? __________
15) How many half dollars are in $16.00? __________
16) How many dimes are in three dollars and thirty cents? __________
17) How many quarters are in $5.25? __________
18) How many nickels are in $1.55? __________
19) How many pennies are in $0.98? __________
20) How many nickels are in $2.35? __________
21) What is the smallest form of currency called? __________
22) What is the largest form of currency most commonly used?
____

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Colorado Department of Education

1M4 Verification Page 2

Name:______________________ **Date:** __/__/__

Complete the chart. Follow the example on the first line.

Price	Twenty dollar bills	Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies
$46.38	**2**	**0**	**1**	**1**	**1**	**1**	**0**	**3**
1) $8.45								
2) $11.23								
3) $15.37								
4) $41.14								
5) $37.53								
6) $24.63								
7) $51.40								
8) $22.76								
9) $3.09								
10) $9.89								

1M4 Verification Page 3

Name:________________________ Date: __/__/__

NOTE TO INSTRUCTORS: This page of the verification must be completed under a teacher's supervision. You will need the following real currencies for students to use in completing numbers 1-5: 10 pennies, 5 nickels, 5 dimes, 4 quarters, 5 dollar bills, 1 five dollar bill, and 1 ten dollar bill.

1) Ask the student to show $7.83 and name the currencies used to make the amount.

2) Ask the student to show $4.72 and name the currencies used to make the amount.

Observe as the student reads and completes the following:

3) Show and name the currencies used to make the amount of nine dollars and twelve cents.

4) Show and name the currencies used to make the amount of five dollars and ninety-four cents.

5) Using only coins, show the amount of three dollars and sixty-seven cents.

Supervising teacher's signature: ________________________________

1M5

Compute Cost, Total Amount, and Change

CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4
CDE Math Standard 2: GRADE LEVEL K-4, bullet 4
CDE Math Standard 3: GRADE LEVEL K-4, bullet 4
CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6

Related Competencies: 1M1, 1M4, 1M6, 1M7, 1R19, 1R18

SKILLS NEEDED: This competency requires that students add, subtract, and multiply whole numbers, recognize and compute the values of U.S. currencies.

VOCABULARY: calculate, change, cost, decimal point, due, return, subtract, tax, total

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1M5

STEPS:

1) Create a simple shopping list on the board by writing the name of an item and then writing a price beside it. (Review the information from 1M4 if necessary so students are clear on the values and conversions of U.S. currency.)

Example: a loaf of bread: $2.35
a gallon of juice: $2.58
a box of soap: $1.72

Now demonstrate how to add to get the total amount (cost) for this list of items.

Example:
2.35
2.58
1.72
6.65

Establish that the decimal points must line up in the problem and in the answer.

Now ask students for the currency they would use to pay this amount. Encourage them to tell you the bills and coins that would make $6.65.

2) Demonstrate how to calculate change. Establish that giving the exact amount for a purchase is not always possible. Sometimes a shopper may not have the correct small bills or coins to add up to the total, so he has to pay using larger currency. When a total is paid with a larger amount, the shopper gets money back called ***change***.

Example: A shopper may pay a total of $6.65 with a ten dollar bill. To calculate the change due, subtract the total amount from the money paid.

Money paid: 10.00
Total amount: - 6.65
3.35

The change due is $3.35

Remind students that the decimal points must line up in the problem and in the answer.

On the board, demonstrate more calculations for totals and change. Ask students to assist with calculating answers.

1M5

3) Hand out copies of the practice page and ask students to complete the exercise. Review all answers before students do the verification.

4) VERIFICATION: Have students complete the verification page.

Place the students' self-corrected final verification page in their portfolios.

1M5 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Math Skills that Work**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Working Math Makes Sense** **Reading Schedules**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Access**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 4)** **Real-Life English (Workbooks 1 and 2)**

Office of Adult Education
Colorado Department of Education

1M5 Practice Page 1 *(Not for verification)*

Calculate the total for each group of items, then answer the questions.
Show all calculations in the space provided.

Group A:

$2.45

$1.38

$3.09

Total: $ ________

If you paid with a ten dollar bill, what should your change be? $ __________

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies

CALCULATIONS:

Group B:

$2.23

$3.44

$1.82

$2.99

Total: $ ________

If you paid with a twenty-dollar bill, what should your change be? $ ______

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies

CALCULATIONS:

Office of Adult Education
Colorado Department of Education

1M5 Practice Page 2 *(Not for verification)*

Group C: Total: $ ________

$6.13 $1.22 $3.76 $3.12

If you paid with a twenty dollar bill, what should your change be? $ ________

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies

CALCULATIONS:

Group D: Total: $ ________

$4.03 $1.22 $3.76 $2.82

If you paid with a five dollar bill and a ten dollar bill, what should your change be? $ ________

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies

CALCULATIONS:

1M5 Verification Page 1

Name:______________________ Date: __/__/__

Write the answer for each question in the space provided.
Show all calculations.

1) It costs $6.25 per person to see a movie. If you pay for yourself and a friend, and you pay with a five dollar bill and a ten dollar bill, what will your change be?

Answer: __________

2) You bought the following items at K-Mart: a new CD ($12.99), a new note book ($5.67), and a watch ($13.90). What is your total?

____

If you paid with two twenty dollar bills what will be your change?

Answer: __________

3) If you bought a drink for $1.09 and a sandwich for $2.56 and paid for it with $5.00, how much will you get back?

Answer: __________

4) How much change will you get back from a ten dollar bill if you spent $3.83 on a dozen cookies?

Answer: __________

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1M5 Verification Page 2

Name:______________________ **Date:** __/__/__

5) Calculate the total for this grocery list.

Items	Cost
a) 1 loaf of bread:	$1.67
b) 1 gallon of apple juice:	$4.56
c) 1 bag of potatoes:	$2.38
d) 2 tomatoes:	$1.09
e) 1 bottle of ketchup	$2.15
f) 1 bottle of vegetable oil	$1.76
TOTAL:	

If you paid with $20.00 what will your change be? $ __________

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies

6) Create a list and do the following calculations.

Items	Cost
	$____.____
	$____.____
	$____.____
	$____.____
	$____.____
TOTAL:	$______.____

What bill (or bills) could you use to pay this total? $ __________
What would your change be? $ __________

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies

400

1M6

Use Coin Operated Machines

CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4
CDE Math Standard 2: GRADE LEVEL K-4, bullet 4
CDE Math Standard 3: GRADE LEVEL K-4, bullet 4
CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6

Related Competencies: 1M4, 1M5, 1M7

SKILLS NEEDED: This competency requires that students recognize the values of the following U.S. coins: penny, nickel, dime, and quarter, and understand how to calculate change.

VOCABULARY: accept, beverage, change, coin operated, deposit, dispense, exact, insert, laundromat, light, minutes, operate, pay phone, refund, return, slot, telephone, vending machine

MATERIALS: play money, copies of the practice page, copies of the verification page, vocabulary flash cards

1M6

STEPS:

1) Coin operated machines provide a convenient way to purchase goods and services. Vending machines are coin operated machines that sell items such as snack food, beverages, newspapers, and laundry detergent. Other coin operated machines provide services such as telephone use, laundry washing and drying, and music (jukebox). Ask students to think of other types of coin operated machines they have seen and the goods and services provided by those machines.

2) Review 1M4 and 1M5 so that students know the values of common U.S. coins, and know how to convert each coin to make change.

3) Establish that when using coin operated machines it is important to look for the following pieces of information (discuss each one):

a) ***The price for the goods or services.***
Most vending machines, pay phones, etc. advertise the cost for use near the coin slot. The coin slot is the hole in the machine where the coins are deposited.

b) ***The types of coins accepted.***
Some machines will not work with particular coins: most machines will not accept pennies and some machines now accept dollar bills. It is important to read the information on the machine so that the correct coins are used.

c) ***The machines ability to give change.***
Some machines will accept various coins and give back change. Other machines will accept only exact change, or will accept all types of coins, but will not give back change. Some machines have a coin return button that will refund money if the wrong coins have been inserted or you change your mind about the purchase. The coin return will not work once a purchase has been made from the machine.

4) Hand out copies of the practice pages and have students complete the exercises. Review all answers before doing the verification.

5) VERIFICATION: Complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

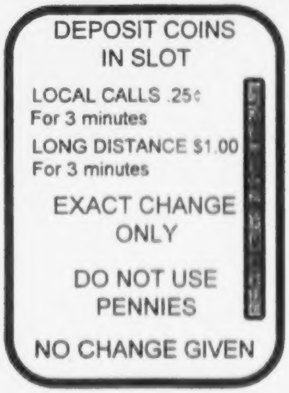
1M6 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Math Skills that Work**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Working Math Makes Sense** **Reading Schedules**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Access**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 1)**

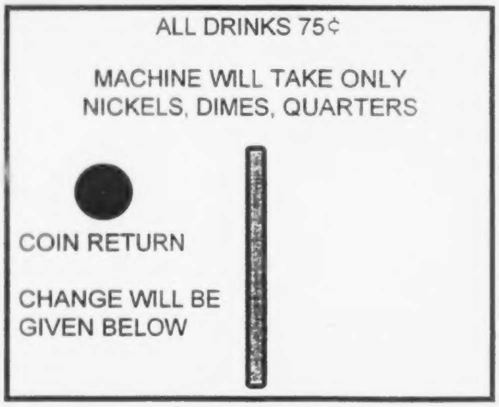
1M6 Practice *(Not for verification)*

Use the pictures below to answer the questions.

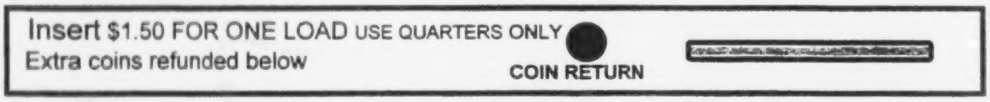
A)


DEPOSIT COINS
IN SLOT
LOCAL CALLS .25¢
For 3 minutes
LONG DISTANCE $1.00
For 3 minutes
EXACT CHANGE
ONLY
DO NOT USE
PENNIES
NO CHANGE GIVEN

B)


ALL DRINKS 75¢
MACHINE WILL TAKE ONLY
NICKELS, DIMES, QUARTERS
COIN RETURN
CHANGE WILL BE
GIVEN BELOW

C)


Insert $1.50 FOR ONE LOAD USE QUARTERS ONLY
Extra coins refunded below
COIN RETURN

1) Which machine/s accepts only quarters? ____ (A, B, or C)

2) Which machine/s gives change? ____

3) Which machine/s needs the exact change? ____

4) Do any of the machines accept pennies? ____

5) Could you make a local call on machine A with two dimes and a nickel? ____
Why or why not? ____

____

6) Could you buy a drink from machine B with two quarters and two dimes? ____ Why or why not? ____

____

7) Show the coins you would need to make a 3 minute long distance call on machine A.

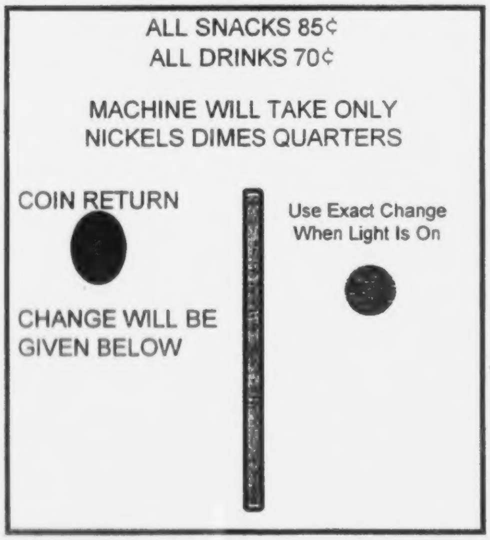
Quarters	Dimes	Nickels	Pennies

1M6 Verification Page 1

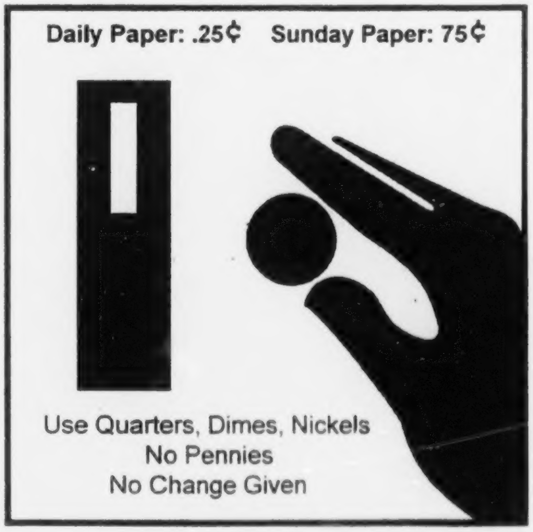
Name:______________________ **Date:** __/__/__

Use the pictures below to answer the questions

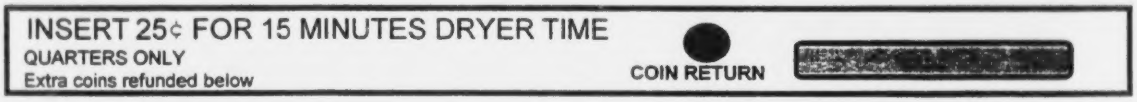
A)


ALL SNACKS 85¢
ALL DRINKS 70¢
MACHINE WILL TAKE ONLY
NICKELS DIMES QUARTERS
COIN RETURN
Use Exact Change
When Light Is On
CHANGE WILL BE
GIVEN BELOW

B)


Daily Paper: .25¢
Sunday Paper: 75¢
Use Quarters, Dimes, Nickels
No Pennies
No Change Given

C)


INSERT 25¢ FOR 15 MINUTES DRYER TIME
QUARTERS ONLY
Extra coins refunded below
COIN RETURN

1) Show the coins you would need to purchase a drink on machine **A**.

Quarters	Dimes	Nickels	Pennies

2) If you had no quarters, show the coins you could use to purchase a paper on Tuesday from machine **B**.

Quarters	Dimes	Nickels	Pennies

3) Which machine accepts only quarters? ____ (**A**, **B**, or **C**)

4) Which machine gives change? ____

5) Which machine will not return your coins? ____

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1M6 Verification Page 2

Name:________________________ **Date:** __/__/__

6) Do any of the machines accept pennies? ____

7) Could you buy a Sunday paper from machine **B** with two dimes and a nickel? ____
Why or why not? ____
____

8) Could you buy a drink from machine **A** with two quarters and two dimes? ____
Why or why not? ____
____

9) Show the coins you would need to make machine **C** operate for 30 minutes.

Quarters	Dimes	Nickels	Pennies

10) If the light on machine **A** was on, what would happen if you used three quarters to purchase a drink? ________________________
____

11) How could you get your money back from machines **A** and **C** if you changed your mind about a purchase? ________________________
____

12) Show the coins you could use to purchase a drink and a snack from machine **A**.

Quarters	Dimes	Nickels	Pennies

13) What would happen if you used twenty-five pennies in machine **B** to buy a paper on Friday? ______________________________________
____
____

1M7

Compute Transportation Fares

CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4
CDE Math Standard 2: GRADE LEVEL K-4, bullet 4
CDE Math Standard 3: GRADE LEVEL K-4, bullet 4
CDE Math Standard 6: GRADE LEVEL K-4, bullets 1, 6

Related Competencies: 1M4, 1M5, 1M6

SKILLS NEEDED: This competency requires that students add and subtract whole numbers, understand the values and conversions of U.S. currencies, and understand how to calculate change.

VOCABULARY: arrival, correct change, departure, depot, double, express, fare, local, meter, one-way, public transportation, tip, round trip, route, schedule, station, rate

MATERIALS: copies of the practice page, copies of the verification page, vocabulary flash cards

1M7

STEPS:

1) Talk about the various methods of public transportation: buses, taxis and trains (subways or light rail systems). Establish that most public transportation systems require a ***fare***; the money that a passenger has to pay in order to get a ride.

2) Review 1M4 so that students are clear on the values and conversions of U.S. currencies. Establish the following guidelines for students to use in determining fares:

a) ***The method of transportation***
Usually, a bus or a train will cost less than a taxi. Buses and trains charge a set fee for transportation whereas taxis charge by the mile from departure to arrival point.

b) ***Round trip or one-way***
Usually, a round trip (a ride from one place to another and back) costs more than a one-way trip (a ride from one place to another and no trip back).

c) ***Distance of the trip***
Usually, the farther away the departure and arrival points are the more the trip will cost.

d) ***The time of day***
Sometimes, fares can vary according to the time of day. Times of high travel volume (lots of passengers) can sometimes cost more than other times.

e) ***Passenger age***
Some transportation systems will give children and senior citizens reduced rates for travel.

f) ***Weekends or holidays***
Some transportation systems will vary their rates for holiday and weekend travel.

1M7

3) Now that students have an idea of what to look for in determining rates, they should know where to look to find rate information for transportation.

a) ***Schedules and time tables***
Usually, buses and trains have printed time tables that show all their departure and arrival points and times. The schedules usually show fares for one-way and round trips for pick up and destination points.

b) ***Depots, stations, and bus stops***
Some transportation systems will post the fares on signs in and around the stations and stops.

c) ***Taxi dashboards and door signs***
Usually, taxi companies post their fare rates on the doors of their vehicles and also next to the fare meter inside the car.

4) When computing fares, students should know that buses and trains usually require exact change. This means that if a ride costs $1.50, the passenger must pay exactly that amount as change will not be given. It is generally fine to pay the exact amounts with combinations of paper bills and coins, or all coins. Pennies are generally accepted, though keeping a fare's worth of pennies can be difficult.

Taxis are generally willing to make change for smaller bills (ones, fives, tens and twenties). Let students know that it is customary to give taxi drivers a tip (a little extra money besides the fare, usually one-tenth of the total cost).

5) Hand out copies of the practice page and ask students to complete the exercises. Review answers before moving to the verification.

VERIFICATION: Ask student to complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

1M7 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Math Skills that Work**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Working Math Makes Sense** **Reading Schedules**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Access**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**Entry to English (Book 4)** **Real-Life English (Workbooks 1 and 2)**

1M7 Practice Page 1 *(Not for verification)*

1) The exact bus fare from downtown to your neighborhood is $1.35. What coins and bills would you use to make this fare?

Dollar bills	Quarters	Dimes	Nickels

2) The exact bus fare from the shopping mall to the Art Center is $1.60. What coins and bills would you use to make this fare?

Dollar bills	Quarters	Dimes	Nickels

3) The one-way bus fare from the park to your school is $0.85. What coins and bills would you use to make a round trip fare?

Dollar bills	Quarters	Dimes	Nickels

4) A taxi charges $1.25 for the first mile of travel, and then $0.80 per mile for each mile after that. If you travel four miles, how much would your fare be? Fare for first mile: $________
Fare for next three miles: $________
Total fare: $________

If you paid with a ten dollar bill and tipped the driver $0.50, what would your change be? $________

5) A taxi charges $1.10 for the first mile of travel, and then $0.90 per mile for each mile after that. If you travel six miles, how much would your fare be? Fare for first mile: $________
Fare for next five miles: $________
Total fare: $________

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1M7 Practice Page 2 *(Not for verification)*

Use this schedule to answer the next questions.

Departure	Arrival	One-Way	Round Trip	Weekend
East Point 8:00 a.m.	Central Park 8:45 a.m.	$1.70	$2.40	$3.00 (one-way)
Civic Center 9:00 a.m.	Art Museum 9:35 a.m.	$0.65	$1.20	$1.50 (one-way)
8th St. Mall 11:00 a.m.	Stadium 12:35 p.m.	$1.60	$2.10	$2.30 (one-way)
Stadium 12:45 p.m.	East Point 1:10 p.m.	$1.55	$2.80	$3.00 (one-way)

6) How much money would you have left over from a five dollar bill if you bought a round trip ticket from the 8th St. Mall to the Stadium on a Monday?

Answer: ______________

7) How much money would you have left over from a ten dollar bill if you bought a round trip ticket from the Civic Center to the Art Museum on a Sunday? Answer: ______________

8) What coins and bills would you use to make a one-way fare from East Point to Central Park on a Tuesday?

Dollar bills	Quarters	Dimes	Nickels

9) What coins and bills would you use to make a one-way fare from East Point to Central Park on a Saturday?

Dollar bills	Quarters	Dimes	Nickels

10) What coins and bills would you use to make a round trip fare from the Stadium to East Point on a Saturday?

Dollar bills	Quarters	Dimes	Nickels

1M7 Verification Page 1

Name:______________________ **Date:** __/__/__

Use the chart below to answer questions 1-6.

Bus Fare Chart

Boulder to Denver		Denver to North Suburbs Express	
Route	**Fare** (one-way)	**Route**	**Fare** (one-way)
Boulder to Westminster	$1.25	Denver to Westminster	$1.05
Boulder to Superior	$1.35	Denver to Broomfield	$1.25
Boulder to Westminster	$1.45	Denver to Superior	$1.30
Boulder to Downtown	$1.65	Denver to Boulder	$1.45
Boulder to Aurora	$1.75	Denver to Golden	$1.50
Boulder to Littleton	$1.85	Denver to Lyons	$1.55
Boulder to Lakewood	$1.95	Denver to Longmont	$1.65

Double all fares for round trips.

Add $0.15 extra one-way for weekends and holidays.

Adults 60 yrs. and older and children 10 yrs. and under ride for ½ price.

Call (303) 444-5665 for a schedule with times and bus stop locations.

1) How much would it cost to go from Denver to Westminster and back.
Fare: ______________

2) How much would it cost to go from Denver to Broomfield one-way?
Fare: ______________

3) How much money would you have left if you paid for a round trip ticket from Denver to Golden with a five dollar bill?
Round trip fare: ______________ Money left: ______________

4) What coins and bills would you use to make a one-way fare from Boulder to Downtown?

Dollar bills	Quarters	Dimes	Nickels

1M7 Verification Page 2

Name:______________________ Date: __/__/__

5) What coins and bills would you use to make a round trip fare from Boulder to Aurora on a Sunday?

Dollar bills	Quarters	Dimes	Nickels

6) What is the fare for a round trip from Denver to Superior with your nine-year-old niece on a Friday? Amount:___________

Dollar bills	Quarters	Dimes	Nickels

7) A taxi charges $0.85 per mile. If you traveled 6 miles, how much would you need to pay the driver (include a one dollar tip)? Amount:___________

Dollar bills	Quarters	Dimes	Nickels

8) A taxi charges $1.05 for the first mile and then $0.75 per mile for each mile after. If you traveled 5 miles, how much would you need to pay the driver (include $1.00 tip)? Amount: ___________

Nickels	Dimes	Quarters	Dollar bills

9) A taxi charges $1.25 for the first mile of travel, and then $0.80 per mile for each mile after that. If you traveled five miles, how much would your fare be? Fare: _____________

10) If a two-mile taxi ride costs $1.75, how much change should you get back if you paid with a five dollar bill? Change: ___________

1M8

Identify Wages and Deductions on Paycheck Stub

CDE Math Standard 1: GRADE LEVEL K-4, bullet 3
CDE Math Standard 6: GRADE LEVEL K-4, bullet 1

Related Competencies: 1M1, 1M5, 1M10, 1W1

SKILLS NEEDED: This competency requires that students add, subtract, and multiply whole numbers.

VOCABULARY: **deductions, employee, employer, federal tax, net pay, FICA, gross pay, health deductible, hours, overtime, pay rate, regular, state tax, total, union dues, withholding, year-to-date**

MATERIALS: copies of the practice pages, copies of the verification pages, copies of the 1M8 Sample Check Stub page, a sample of a real pay check stub, vocabulary flash cards

1M8

STEPS:

1) Display the sample of a real pay check with the check stub attached. Establish that a ***stub*** is the part of a paycheck that shows how an employee's pay amount was calculated. The stub is usually the lower portion of a paycheck which detaches from the check. Define and discuss the vocabulary using vocabulary flash cards.

2) Hand out copies of the 1M8 Sample Check Stub and use the 1M8 Demonstration Check Stub to explain the sections of the check stub. Have students fill in all information and give them numbers for calculating gross pay, total deductions, and net pay.

3) Distribute copies of the practice pages and ask students to complete the exercise. Check all answers before having students do the verification.

4) VERIFICATION: Have students complete the verification pages.

Place the students' self-corrected final verification pages (pages one and two) in their portfolios.

1M8 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Number Power 1** **Number Sense: Discovering** **Basic Math Concepts**
Fearon Janus Quercus 500 Harbor Blvd. Belmont, CA 94002 1-800-877-4283	**Payday! Managing Your Paycheck**
National Textbook Co. 4255 W. Touhy Ave. Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)**
Steck-Vaughn P.O. Box 26015 Austin, TX 78755 1-800-531-5015 FAX: 512-343-6854	**It's Your Money (Book 1)** **Working With Numbers** **Consumer Math**

1M8 Sample Check Stub

The Best Job Company

Employee Name______________________

Social Security #:________________________ Pay Period:______________________

		DEDUCTIONS					
WEEK OF	**GROSS PAY**	**FEDERAL TAX**	**FICA**	**STATE TAX**	**OTHER**	**TOTAL DEDUCTED**	**NET PAY**

CHECK #:__________

DATE:____________

PAY RATE:_________

REGULAR HOURS:___

OVERTIME :________

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1M8 Demonstration Check Stub

The name of the person receiving the pay check is written here.

The date the paycheck was issued is written here.

The Best Job Company

KW 6/96

Employee Name______________________ DATE:__________

The employee's SS# goes here.

The date from the last work day to the current work day is written here.

Social Security #:______________________ Pay Period:______________________

This column is for the dates of each work week.

		DEDUCTIONS					
WEEK OF	GROSS PAY	a) FEDERAL TAX	b) FICA	c) STATE TAX	d) OTHER	TOTAL DEDUCTED	NET PAY

This column is for weekly gross pay.

a) This column is for federal taxes taken out of a pay check.

b) Federal Insurance Contributions Act: Social Security deductions.

Once all deductions are added across the row, the total is written in this column.

c) This column is for state taxes taken out of a pay check.

d) This column is for other money taken out of a paycheck.

CHECK #:__________
PAY RATE:__________
REGULAR HOURS:___
OVERTIME :__________

This information can appear at the top or bottom of a check stub. It tells how many hours were worked and the rate of pay used to calculate the gross pay.

This column shows the net pay (take home pay). Net pay is found by totaling all deductions, then subtracting that amount from gross pay.

420

421

1M8 Practice Page 1 *(Not for verification)*

Complete the 1M8 Practice Pay Check and Pay Stub, using the following information.

This is Sue Franklin's paycheck. Use the information below to fill in all the appropriate spaces on the check and on the pay stub.

1) Employee Number: 6788
2) Social Security Number: 111-52-6767
3) Pay Date: March 4th 1997
4) Pay Period End: February: 28th 1997
5) Regular Hours: 40
6) Overtime Hours: 0
7) Gross Pay: $350.00
8) Federal Withholding: $59.05
9) Union Dues: $12.00
10) State Withholding: $18.45
11) Health Deductible: $13.90
12) Social Security Withholdings: $15.06
13) Pay Rate: $8.75 per hour
14) Department: Sales
15) Net Pay: ________________ (You will need to calculate this number.)

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1M8 Practice Pay Check and Pay Stub *(Not for verification)*

Big Business Inc.
1234 Big Road
Huge City, CO 80087

Employee ID #	Check Date

Pay To The Order Of: ____________________

Amount

____________________ Dollars

Big Bank
300 Money Drive
Huge City, CO 80087

Signature

12456::δ4p6768696004040

Employee ID #	Name	Social Security #	Pay Date

Pay Period End	Regular Hours	Overtime Hours	Department

Pay Period Earnings	Deductions	Year-To-Date
Pay rate:____________ Net Income:____________ Gross Income:____________	Fed. With. Tax:____________ FICA:____________ State With. Tax:____________ Union Dues:____________ Health Deductible:____________	Fed. With. Tax: $345.89 FICA: $203.75 State With. Tax: $56.43 Earnings: $2,756.19

KW 6/96

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Colorado Department of Education

1M8 Verification Page 1

Name:____________________ **Date:** __/__/__

Use the information in this check stub to answer the questions.

Employee ID #	Name	Social Security #	Pay Date
ASD-5757	**Samuel Adams**	**999-88-9009**	**8/31/97**

Pay Period End	Regular Hours	Overtime Hours
8/29/97	**36**	**0**

Pay Period Earnings	Deductions	Year To Date
Pay rate:$7.00 per hr. Gross Pay:____________ Net Pay:____________	Fed. With. Tax: $21.12 FICA: $12.10 State With. Tax: $10.05 Union Dues: $10.15 Health Deductible: $7.08	Fed. With. Tax: $67.03 FICA: $36.12 State With. Tax: $32.87 Gross Pay: $709.54

1M8 Verification Page 2

Name:______________________ **Date:** __/__/__

1) How many regular hours has Samuel worked? ________________

2) How much does Samuel make per hour? ________________

3) How many overtime hours has Samuel worked? ________________

4) What is Samuel's gross pay for this check? ________________
Write this number in the correct space on the pay stub.

5) How much money was taken out of Samuel's pay check for federal taxes? ________________

6) How much money was deducted from Samuel's pay check for state taxes? ________________

7) How much money was deducted from Samuel's pay check for Social Security? ________________

8) How much money was taken from Samuel's pay check for health deductible taxes? ________________

9) How much money was deducted from Samuel's pay check for union dues? ________________

10) What is Samuel's net income for this paycheck? ________________
Write this number in the correct space on the pay stub.

11) What is the total of Samuel's deductions? ________________

428

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1M9

Read a Ruler to a Quarter of an Inch

CDE Math Standard 1: GRADE LEVEL K-4, bullets 1, 3, 4
CDE Math Standard 5: GRADE LEVEL K-4, bullets 1, 2
CDE Math Standard 6: GRADE LEVEL K-4, bullet 2

Related Competencies: 1M1, 1M2, 1M10

SKILLS NEEDED: This competency requires that students add and subtract whole numbers.

VOCABULARY: distance, estimate, foot, fourth, fraction, half, height, inch, length, longest, measure, measurement, middle, object, quarter, ruler, units of measure, shortest, square, tape measure, width, yard, yard stick

MATERIALS: copies of the practice page, copies of the verification page, foot-long rulers with quarter and half inch markings, measuring tapes, yard sticks, vocabulary flash cards
Note: If possible, avoid rulers with markings down to sixteenths and thirty-seconds.

1M9

STEPS:

1) Introduce the concept of distance measurements. Distance measurements tell us the length, width and height of an object or space. Distance measurements also tell how far it is from one point to another. Establish that distance is measured with the following standard units: (you may introduce all of these measurements; however, this lesson will only focus on inches and feet):

a) inches (in.):	inches are used to measure small objects or short distances
Example:	the length of a finger (2 to 3 inches) the length of a pencil (8 inches)
b) feet (ft.):	feet are used to measure medium to long distances 12 inches make one foot
Example:	the length of a table (3 to 5 feet) the height of a person (5 to 6 feet) the length of a building (40 to 100 feet)
c) yards (yd.):	yards are used to measure longer distances 3 feet make one yard
Example:	the length of a driveway (9 yards) the length of a football field (100 yards)
d) miles (ml.):	miles are used to measure long distances 5,280 feet make one mile
Example:	the distance from home to school (5 miles) the distance from one town to another (60 miles)

2) There are various tools used for measuring distance. For measuring small distances (inches and feet) the most common tool is called a ruler. A ruler is a flat plastic, wooden, or metal stick that is usually one foot long. Since there are twelve inches in a foot, rulers show inch marks from one to twelve. Hand each student a one foot ruler and ask them to look for the numbers and marks that show the inches.

3) Draw a diagram on the board and discuss the parts of an inch. Use the 1M9 Ruler Diagram page as a guide. You will need to explain that objects don't always have exact measurements, so it is necessary to break an inch into parts.

1M9

Without teaching a lesson on fractions, you can explain the parts of an inch using these guidelines:

Example 1: If an object measures to the middle of an inch, it measures one-half of an inch. One-half is written: $^1/_2$.

Example 2: If an object measures less than one inch, but does not quite measure to the middle of the inch, its measurement can be rounded down to one-quarter of an inch. One-quarter is written: $^1/_4$.

Example 3: If an object measures to more than the middle of an inch, but not quite to the next inch, its measurement can be rounded to three-fourths of an inch. Three-fourths is written: $^3/_4$.

4) Use a foot-long ruler to demonstrate how to measure objects less than twelve inches. Choose objects that have even measurements and objects that have fractional measurements. Demonstrate the use of a tape measure and a yardstick for measuring objects two feet and longer (again, use objects that have even and fractional measurements). Remind students to choose the best measuring tool for each situation.

5) Show students how to draw lines and shapes with pre-determined measurements.

Example: a rectangle with a length of 4 $^3/_4$ in. and a width of 6 in., a line measuring 7 $^1/_2$ in., etc.

6) Have students work in small groups to practice estimating measures with the 1M9 Measurement Estimation Practice Page. For the ***Estimation*** column, ask them to estimate and write the lengths of their fingers, arms, pencils, books, desks, or other items in the classroom. Then ask them to measure the items with a ruler or tape measure and write those measures in the ***Actual Measurement*** column. Ask each group to share their measurement findings and their answers to the questions.

7) Hand out copies of the practice page and ask students to work in small groups to complete the exercise. Have each group share their answers with the class before students do the verification.

8) VERIFICATION: Ask students to complete the verification pages.

Place the students' self-corrected final verification pages in their portfolios.

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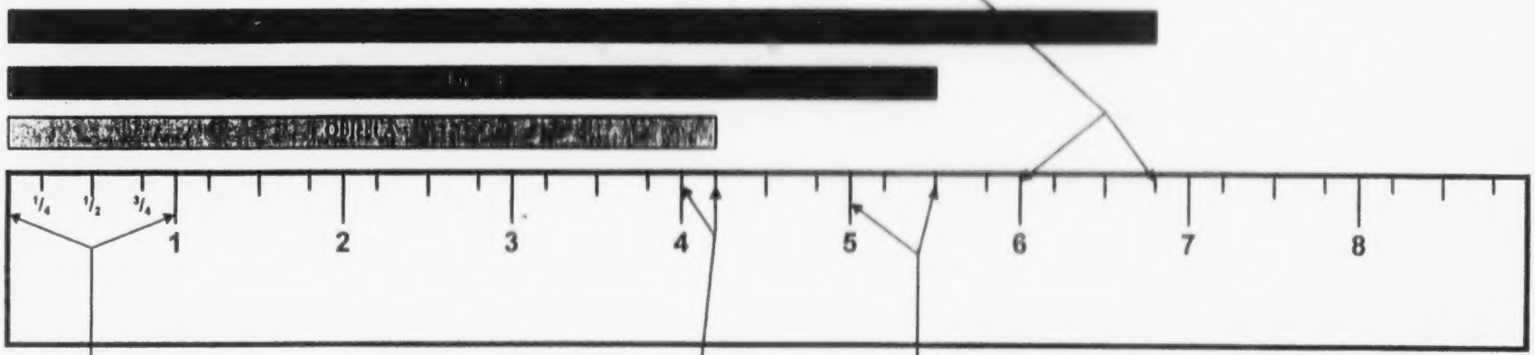
1M9 Ruler Diagram

(NOTE: Due to paper size limitations, this ruler measures 8 inches. Draw your ruler to 12 inches.)

The distance from a number to the line past the middle is three fourths of an inch. Object C measures 6 and three-fourth inches (6 $^{3}/_{4}$ in.).



The distance between the numbers on a ruler measures one inch (1 in.).

The distance from a number to the closest line measures one-quarter of an inch. Object A measures 4 and one-quarter inches (4 $^{1}/_{4}$ in.).

The distance from a number to the long line in the middle is one-half of an inch. Object B measures 5 and one-half inches (5 $^{1}/_{2}$ in.).

1M9 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Math Skills that Work**
Fearon Janus Quercus 500 Harbor Rd. Belmont, CA 94002 1-800-877-4383	**Working Math Makes Sense**
Prentice Hall /Regents Order Dept. 200 Old Tappan Rd. Tappan, NJ 07675 1-800-223-1360	**Access**

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1M9 Measurement Estimation Practice Page

Fill in the chart using objects in your classroom, then answer the questions.

Object	***Estimation***	***Actual Measurement***

1) Which object is the longest? ______________________

2) Which object is the shortest? ______________________

3) Order your objects from longest to shortest:

a) ______________________
b) ______________________
c) ______________________
d) ______________________
e) ______________________
f) ______________________
g) ______________________
h) ______________________
i) ______________________
j) ______________________

1M9 Practice *(Not for verification)*

Circle the best measuring tool for each object, then use it to find the measurements of the following objects in your classroom. Round up or down to ${}^{1}/_{4}$, ${}^{1}/_{2}$, or ${}^{3}/_{4}$ of an inch.

1) RULER YARD STICK TAPE MEASURE:
The length of a new pencil. Measurement: __________

2) RULER YARD STICK TAPE MEASURE:
The length and width of your math book. Measurement: __________

3) RULER YARD STICK TAPE MEASURE:
The distance across the doorway. Measurement: __________

4) RULER YARD STICK TAPE MEASURE:
The height of the tallest desk. Measurement: __________

5) RULER YARD STICK TAPE MEASURE:
The width of a dictionary. Measurement: __________

6) RULER YARD STICK TAPE MEASURE:
The distance the tallest person in your group can jump from a standing position. Measurement: __________

7) RULER YARD STICK TAPE MEASURE:
The length from elbow to fingertips of the shortest person in your group. Measurement: __________

8) RULER YARD STICK TAPE MEASURE:
The length of someone's shoe in your group. Measurement: __________

9) RULER YARD STICK TAPE MEASURE:
The width of a quarter. Measurement: __________

10) RULER YARD STICK TAPE MEASURE:
The length of the classroom. Measurement: __________

Draw the following on a piece of scratch paper:

A) A box with a length of 5 in. and a width of 4 ${}^{3}/_{4}$ in.

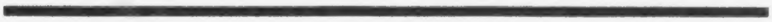
B) A line measuring 9 ${}^{1}/_{4}$ in.

C) A box with a length of seven and one-half inches, and a width of three inches.

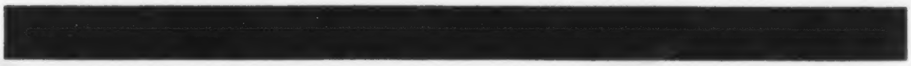
1M9 Verification Page 1

Name: ____________________ **Date:** __/__/__

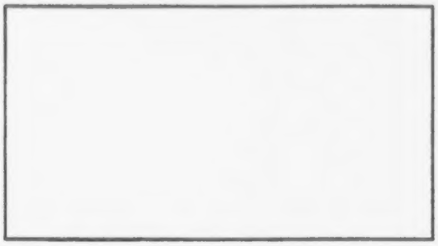
Use a ruler to measure the following objects and lines.

1) 

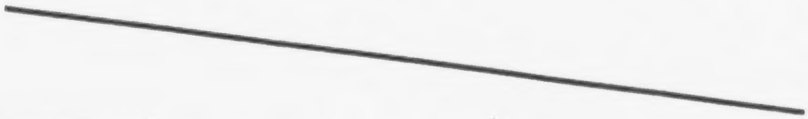
Measurement: ____________

2) 

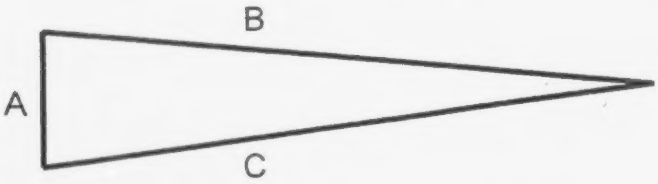
Measurements: Length: ____________ Width: ____________

3) 

Measurements: Length: ____________ Width: ____________

4) 

Measurement: ____________

5) 

Measurements: Side A: _______ Side B: _______ Side C: _______

1M9 Verification Page 2

Name: ______________________ **Date:** __/__/__

Use a ruler to draw the following objects and lines.

6) On the back of this page, draw a box with a length of 3 in. and a width of 4 $^{1}/_{4}$ in.

7) Draw a line measuring 6 $^{3}/_{4}$ in.

8) Draw a box with a length of two and one-half inches, and a width of two and three-quarter inches.

9) Draw a line measuring 2 $^{3}/_{4}$ in.

10) Draw a line measuring 5 in.

1M10

Interpret Basic Charts (Compare and Contrast)

CDE Math Standard 1: GRADE LEVEL K-4, bullet 3
CDE Math Standard 3: GRADE LEVEL K-4, bullet 3
CDE Math Standard 3: GRADE LEVEL 5-8, bullet 3

Related Competencies: 1R11, 1R16, 1R19

SKILLS NEEDED: This competency requires that students find information on a grid.

VOCABULARY: apartment, column, compare, cross, diagonal, difference, grid, title, horizontal, intersect, mileage, row, sideways, similarities, specific, station wagon, title, trace, vertical

MATERIALS: copies of the practice page, copies of the verification pages, vocabulary flash cards

1M10

STEPS:

1) Draw a simple chart on the board and explain how to read it. Tell students that charts are made up of the following parts (use the 1M10 Sample Chart as a guide for explaining how to read your chart on the board and point out each section as you describe it):

a) columns; sections that run ***vertically*** (up and down from top to bottom), and

b) rows; sections that run ***horizontally*** (sideways from left to right).

Information is found on a chart by ***intersecting*** (crossing) the vertical columns and horizontal rows at a specific place on the chart.

2) Hand out copies of the practice chart and ask students to work in small groups to answer the practice questions. Review the answers as a class before moving on to the verification.

3) VERIFICATION: Ask students to complete the verification pages.

Include the final drafts of the verification pages in students' portfolios.

1M10 Resources

Publisher	Book Title
Contemporary Books, Inc. Dept. S93 180 N. Michigan Ave. Chicago, IL 60601 1-800-621-1918 FAX: 312-782-7462	**Real Numbers** **Developing Thinking Skills In Math**
National Textbook Co. 4255 W. Touhy Ave. Lincolnwood, IL 60646 1-800-451-7556	**Building Real Life English Skills (3rd Edition)** **Reading Signs, Directories, Schedules, Maps, Charts, and Utility Bills**
South-Western Publishing 4770 Duke Dr. Suite 200 Mason, OH 45040 1-800-242-7972	**Math Competencies For Everyday Living**

1M10 Sample Chart

The title of the chart tells you what the chart is about.

Information About Local Restaurants

	Joe's Diner	Blue Sky Cafe	The Oak House	The Windy Inn
Type of Food	American	Vegetarian	Bar-B-Q	Country style
Hours of Operation	24 Hrs.	10 a.m. to 10 p.m.	5 p.m. to 11 p.m.	6 a.m. to 9 p.m.
Kiddie Menu	No, kids 1/2 price	Yes	No	Yes
Catering	No	Small groups	No	Yes
Private Parties	No	No	Yes	Yes
Specialties	Milk shakes	Pasta	Smoked fries	Dessert

This shaded region is a row or a line: a section of the grid that runs horizontally. This line gives information about the hours of operation of each restaurant.

This shaded region is a column: a section of the grid that runs vertically from the top to the bottom of the chart. The title of a column is sometimes called a ***header***. This column gives information about The Oak House restaurant.

To find the hours of operation of The Oak House, follow the line called hours of operation across to its intersection at The Oak House's column. You will see that The Oak House is open from 5 p.m. to 11 p.m..

Use the chart on the board to have students practice finding information.

KW 6/96

1M10 Practice *(Not for verification)*

Hans was going to buy a used car. He looked at three different types. He decided to make a chart so that he could compare the cars to help him make a decision.

Information About Cars

	Toyota Wagon	Subaru Wagon	Honda Wagon
Cost	$3,500	$2,990	$3,050
Year	1986	1985	1988
Four-wheel-drive	Yes	Yes	No
Mileage	80,000	95,000	75,000
Color	Blue	Silver	White
Other	Has a Dent	Needs Tires	Needs a Tune-up

Use the chart above to answer the following questions.

1) What color is the Honda station wagon? ____________
2) What does the Subaru station wagon need? ____________
3) How much does the Toyota station wagon cost? ____________
4) Which car does not have four-wheel drive? ____________
5) Which car has the highest mileage? ____________
6) What year is the Honda station wagon? ____________
7) The blue station wagon costs ____________.
8) The silver station wagon needs ____________.
9) Which car has a dent? ____________
10) The car that needs a tune-up costs ____________.

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1M10 Verification Page 1

Name:______________________ Date: __/__/__

Use the information on the next page to fill in the chart, and then answer the questions.

Title: ___________________________

	1) Room	2) House	3) Apartment
1) Rent			
2) Washer & dryer			
3) Close to work			
4) Lots of windows			
5) New carpet			
6) Pets			

KW 6/96

1M10 Verification Page 2

Name:________________________ Date: __/__/__

Jun Mo has looked for a new place to live and has found three choices: a house, an apartment, and a room in a house. Here is some information about each one.

a. The rent is $500 for the house, $375 for the apartment and $270 for the room.
b. The house and the room have a washer and dryer, the apartment does not.
c. The house and the apartment are close to work and the room is not.
d. The house and the apartment have many windows, the room does not.
e. The apartment and the room have new carpet, the house does not.
f. The house and the room allow pets, the apartment does not.

1) What are two similarities between the house and the apartment?

____

2) What are two similarities between the room and the apartment?

____

3) What are two differences between the house and the room?

____

4) Information about the house can be found in column number ____.
5) Information about pets can be found in row number ____.
6) Information about the room can be found in ____________ number 1.
7) To compare information about carpet, look in row number ____.
8) To compare information about rent, look in ____________ number 1.
9) To find information about the room, look in column number ____.
10) To find information about the ____________ look in column number 2.

Level 1

Answer Keys

Level 1 Practice Answer Keys

The following pages are answer keys for practice exercises. Note that not all practice exercises have answer keys. Keys have only been provided for the exercises that have specific answers.

Example: **1M1** Add, Subtract, Multiply and Divide Whole Numbers

The keys for the 1M1 practice exercises have been included because math problems have specific answers.

Exercises which have variable answers have either not been included, or have been designated with the phrase: "**Student's choice; answers will vary**." This has been done because it would be difficult to determine standard responses to open ended questions.

Example: 1W7 Fill Out a W-4 Form

The keys for the 1W4 practice exercises have not been included because the personal information for this form varies from student to student.

The answer keys should serve as references for teachers and tutors to quickly and efficiently determine student errors in preparation for student self-correction. The keys should be removed from the Resource Guide and kept elsewhere.

OAE
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Colorado Department of Education

Answer Key
1R1 Nouns Practice Page

1) Circle all the nouns in the box. Answer are in **bold** type.

run
grape
slowly
pen
Michael Jackson
floor

Atlanta
purple
sky
long
sit
air

chair
frog
Estes Park
look
mat
Main St.

red
light
hard
dollar
spin
sheep

2) Put "A" or "AN" with the correct words. Answers are in **bold** type.

a) **an** apple
b) **a** car
c) **a** pig
d) **an** igloo
e) **an** elf
f) **a** glass
g) **an** ape
h) **a** TV

3) Fill in each blank with a noun. **Student's choice, answers will vary.**

a) The ____________________ ran to the ____________________.
b) My ____________________ is in the house.
c) An ____________________ ate the ____________________that I put outside.
d) There was a ____________________ in the ____________________.
e) A __________ named ____________________ lives next door.
f) Two ____________________ came to visit.
g) The ____________________ gave me an ____________________.
h) I saw a ____________________ at the ____________________.
i) My friend got an____________________ yesterday.
j) We put our____________________ on the ____________________.

4) Write two sentences and circle the nouns in each sentence. Student's choice, answers will vary.

a) ____
b) ____

Answer Key
1R1 Pronouns Practice Page

1) Circle all the pronouns in the box. Answers are in **bold** type.

him	lift	that	**her**
ask	**my**	**their**	take
you	have	gift	**we**
Tom	**it**	**our**	open
look	rope	skip	**them**
I	**hers**	**his**	hip

2) Circle the correct pronoun. Answers are in **bold** type.

a) Kim put (me, **her**, he) shoes in (me, **her**, she) backpack.

b) The class wrote in (it, them, **their**) notebooks.

c) My dog ate (me, we, **his**) food in (it, we, **his**) house.

d) The people clapped for the actress because (they, **she**, his) was (they, she, **their**) favorite.

e) The little girl skipped as (her, **she**) played (she, **her**) favorite game.

f) The birds flew from (they, **their**) nest when (it, **they**) felt the tree shake.

3) Put a pronoun in each blank space. Answers are in **bold** type.

a) Ruby likes **her** new dress.

b) The police keep **their** town safe.

c) My brother plays **his** drum.

d) The man told **me, us, her, him,** or **them** not to walk on the grass.

e) **I, she,** or **he** lost **my, her,** or **his** pen so **I, she,** or **he** wrote with **my, her,** or **his** pencil.

f) Our teacher told **me, us, her, him,** or **them** the answer.

g) The boys were loud so **I/we/she/he** asked **them** to be quiet.

4) Write two sentences and circle the pronouns in each sentence. **Student's choice, answers will vary**.

a) ____

b) ____

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Answer Key
1R1 Verbs Practice Page

1) Circle all the verbs in the box. Answers are in **bold** type.

sit	top	stool	**drop**
blue	**paint**	**slide**	deep
go	**color**	June	**twist**
slow	grape	**look**	**open**
dark	**stand**	**bat**	**ask**
I	**drink**	bench	**play**

2) Fill in the correct tense for each verb. Answers are in **bold** type.

Present	*Past*	*Future*
play	**played**	**will play**
sit	sat	**will sit**
go	**gone**	will go
jump	**jumped**	**will jump**
move	moved	**will move**
eat	**ate**	will eat
lift	**lifted**	**lifted**

3) Put a verb in each blank space. **Student's choice, answers will vary.**

a) I ____________________ at my house.

b) The dogs ____________________ all the shoes.

c) My brother ____________________ a new car yesterday.

d) A strong wind ________________ the trees.

e) Jeff ________________ a new shirt every day.

4) Write two sentences and circle the verbs in each sentence.

a) ____

b) ____

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Answer Key
1R1 Conjunctions Practice Page

1) Circle all the conjunctions in the list. Answers are in **bold** type.

so
because
quietly
for
light
yet
under
loudly
nor
gently
however
hard
slowly
tear
sweetly
and
softly
or
green
but
big
openly
therefore
quickly

2) Fill in each blank with a conjunction. Choose conjunctions from the box above; some may be used more than once. Answers are in **bold** type.

a) Ming drank a glass of juice **and** ate a piece of cake.
b) The dishes arrived **but** some of them were broken.
c) I went to the zoo, **but** it was closed.
d) Many children go to Water World in the summer **because** the slides are fun.
e) Winter is one of my favorite seasons; **however,** I enjoy the springtime as well.
f) Manuel studied auto mechanics for many years; **therefore**, he knows a lot about cars.
g) Mi Soon was not going to tell how much she spent, **but** she was willing to say where she went shopping.
h) The housekeeper forgot to turn on the lights, **so** the guests sat in the dark.
i) I like to jog by the lake, **but** jogging by a river is also nice.
j) The rain has been falling for two days; **therefore** it is muddy outside.
k) Put the butter, **and** the sugar, **and** the milk in the bowl.
l) Because of the ice **and** the slippery roads, school was canceled.
m) You could lower the price **or** show me a cheaper brand, **but** I would still not spend my money.

Answer Key
1R1 Adjectives Practice Page

1) Circle all the adjectives in the box. Answers are in **bold** type.

red	go	**tall**	talk
throw	**smooth**	lift	**long**
round	Fred	**sweet**	mouse
tip	**gold**	see	**flat**
dark	**thin**	spill	ant
you	**cold**	**pretty**	quickly

2) Place an adjective from the box with each noun. **Student's choice, answers will vary.**

a) ________________	pie	e) ________________	rainbow
b) ________________	frog	f) ________________	book
c) ________________	person	g) ________________	truck
d) ________________	house	h) ________________	town

3) Fill in each blank with an adjective. Do not use adjectives from the box above. **Student's choice, answers will vary.**

a) The ________________ cat ran under a bed.

b) A ________________ man sat in the shop.

c) My ________________ sister saw a ________________ bird.

d) The police asked about a ____________ boy with a ____________ shirt.

e) Six ________________ trees grew by a ________________ stream.

f) At the end of the street is a ________________ house.

g) Mom made a ________________ and ________________ cake.

h) I ate a ________________ grape from a ________________ salad.

i) We put the ________________ bags into the trash.

j) Mrs. Sanchez wore a ________________ dress to the meeting.

4) Write two sentences and circle the adjectives in each sentence. **Student's choice, answers will vary.**

a) ____

b) ____

Answer Key
1R2 Prefix Practice Page

Fill in the blank areas in the chart. Answers are in **bold** type. Answers for the example column are student's choice, and will vary.

Prefix	Meaning	Example
ex	**not**	
un	not	
in	**not**	
non	not or without	
pre	**before**	
re	do again	
post	**after**	
sub	under or beneath	
im	**not**	
mis	bad or incorrect	
dis	**not**	

Answer Key
1R2 Suffix Practice Page

Fill in the blank areas in the chart. Answers are in **bold** type. Answers for the example column are student's choice, and will vary.

Suffix	Meaning	Example
er	**names a person who does something**	
est	most in comparison to something else	
able	**having the ability**	
ful	having much of a certain quality or thing	
less	**without**	
ish	to act like, be or have the characteristics of	

Answer Key
1R3 Practice

Fill in the blank spaces in the chart. Answers are in **bold** type.

Abbreviation	Meaning (expanded form)
oz.	**ounce**
CO or Colo.	Colorado
lg.	**large**
ave.	avenue
dept.	**department**
lb.	pound
tele.	**telephone**
F/T or **f/t**	full time
exp.	**experience**
M.D.	medical doctor
rd.	**road**
ft.	feet
E.O.E.	**equal opportunity employer**
exp.	experience
no.	**number**
S	south
apt.	**apartment**

Answer Key
1R4 Practice Page 1

1) The following letter is being sent by April Davis, who lives at 3001 Cherry Lane in Trinidad, Colorado. Her zip code is 81082. Write the address on the appropriate lines below, and use today's date. Answer is in **bold** type.

April Davis
3001 Cherry Lane
Trinidad, CO 81082

Answers are in **bold** type.

2) Why do you have to write your ZIP code in your address?
So the post office knows exactly where your mail should go.

3) What is April's street address?
3001 Cherry Lane

Answer Key
1R4 Practice Page 2

The following envelope is being mailed by Will Smith. His P.O. Box number is 499 and he lives in the town of Idaho Springs, Colorado. The ZIP code is 80452.

The envelope is being mailed to Trent Walker. Trent lives at 12 Town Avenue, in the city of Denver, Colorado 80215.

Address the envelope below. Include the addresses of both the sender and the receiver. Answers are in **bold** type.

Will Smith
P.O. Box 499
Idaho Springs, CO 80452

Postag
e
stamp

Trent Walker
12 Town Avenue
Denver, CO 80215

Draw an envelope on the back of this page and address it with the following information:

Jasper Cole lives in Craig, Colorado, 81625. He lives at 333 Royal Drive. He is sending a letter to Ginny Patrick who lives in Brooklyn, New York, at 12 Olive Road. The ZIP for Brooklyn is 11236.

Answer Key
1R6 Vocabulary Practice Page

Use the vocabulary words in the box to fill in the blanks.
Answers are in **bold** type.

acquainted	**apply**	**education**	**emergency**	**employer**	**employee**
location	**physical**	**position**	**references**	**signature**	**Social Security No.**

1) **References** are people who know me or have worked with me and can say good things about me.

2) **Education** refers to where I have gone to school and what I have studied.

3) An **employer** is someone that I work for.

4) If there is an **emergency**, then something must be done right a way.

5) The **position** I want is the type of job or work that I am asking for.

6) If I **apply** for a job, that means I am asking for it.

7) **Location** means place.

8) An **employee** works for a company or an individual.

9) My **Social Security No.** is my taxpayer identification number.

10) The word **physical** refers to my body.

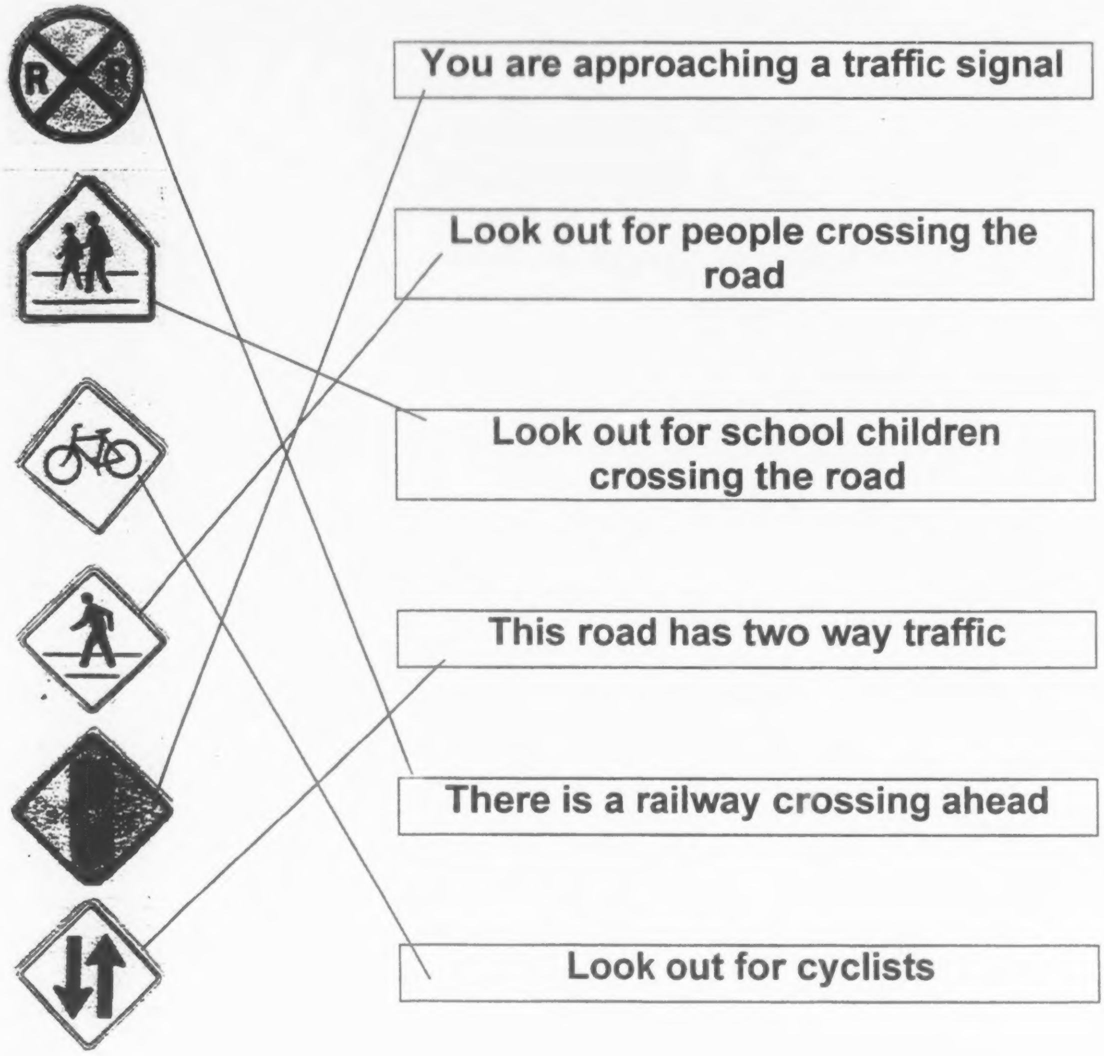
11) My **signature** is the way I sign my name.

12) If I am **acquainted** with someone, it means I know them.

Answer Key
1R7 Practice Page 1

Draw a line matching the warning sign with its explanation.

Category of Warnings: **Road Signs**



You are approaching a traffic signal

Look out for people crossing the road

Look out for school children crossing the road

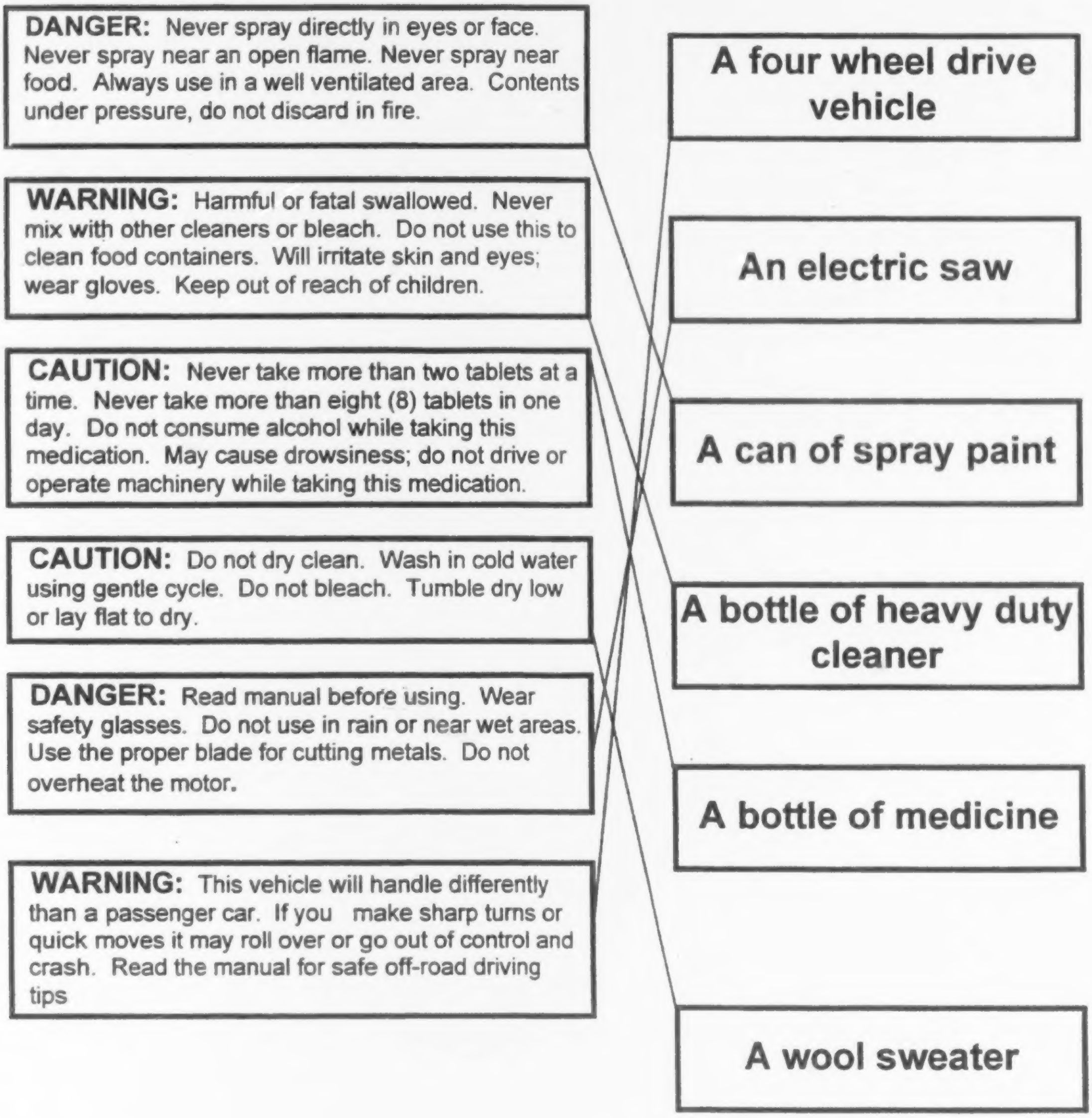
This road has two way traffic

There is a railway crossing ahead

Look out for cyclists

Answer Key
1R7 Practice Page 2

Draw a line to match the warning with the place it came from.



DANGER: Never spray directly in eyes or face. Never spray near an open flame. Never spray near food. Always use in a well ventilated area. Contents under pressure, do not discard in fire.

WARNING: Harmful or fatal swallowed. Never mix with other cleaners or bleach. Do not use this to clean food containers. Will irritate skin and eyes; wear gloves. Keep out of reach of children.

CAUTION: Never take more than two tablets at a time. Never take more than eight (8) tablets in one day. Do not consume alcohol while taking this medication. May cause drowsiness; do not drive or operate machinery while taking this medication.

CAUTION: Do not dry clean. Wash in cold water using gentle cycle. Do not bleach. Tumble dry low or lay flat to dry.

DANGER: Read manual before using. Wear safety glasses. Do not use in rain or near wet areas. Use the proper blade for cutting metals. Do not overheat the motor.

WARNING: This vehicle will handle differently than a passenger car. If you make sharp turns or quick moves it may roll over or go out of control and crash. Read the manual for safe off-road driving tips

A four wheel drive vehicle

An electric saw

A can of spray paint

A bottle of heavy duty cleaner

A bottle of medicine

A wool sweater

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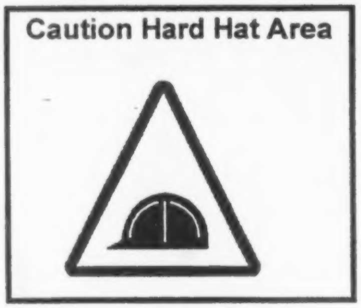
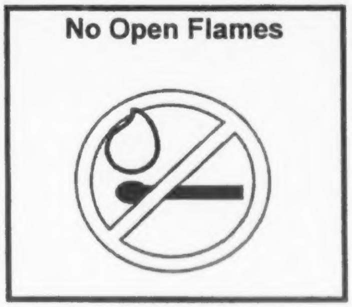
Answer Key
1R8 Practice

Where would each safety sign be found? Choose the correct category of work area from the box and write it under each sign. Not all categories will be used. Answers are in **bold** type.

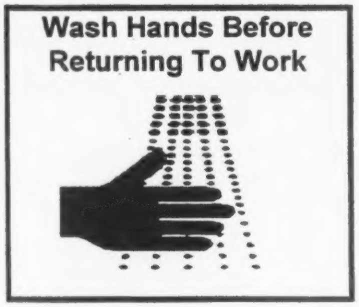
Restaurant	Construction	Gas Station	Supermarket
Factory	School	Office building	Auto repair shop


Caution Hard Hat Area

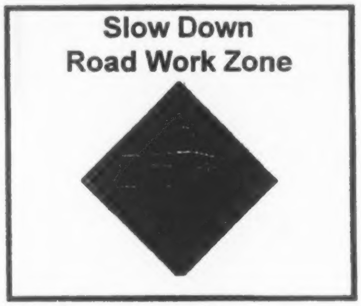
1) **Construction**


No Open Flames

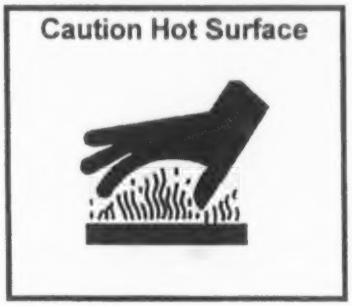
2) **Gas Station**


Wash Hands Before Returning To Work

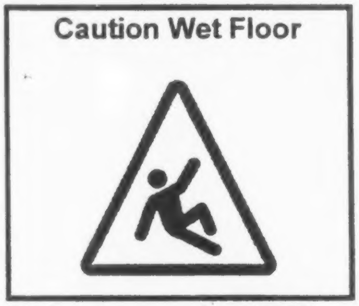
3) **Restaurant**


Slow Down
Road Work Zone

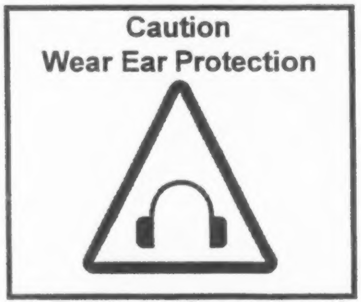
4) **Construction**


Caution Hot Surface

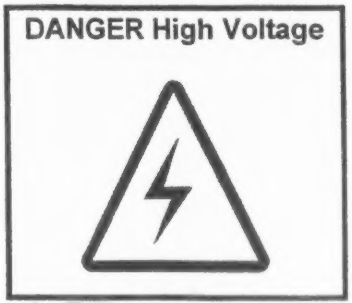
5) **Restaurant**


Caution Wet Floor

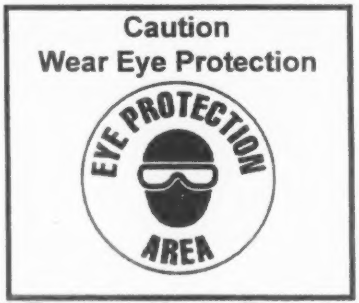
6) **Supermarket/Office**


Caution
Wear Ear Protection

7) **Factory/Construction**


DANGER High Voltage

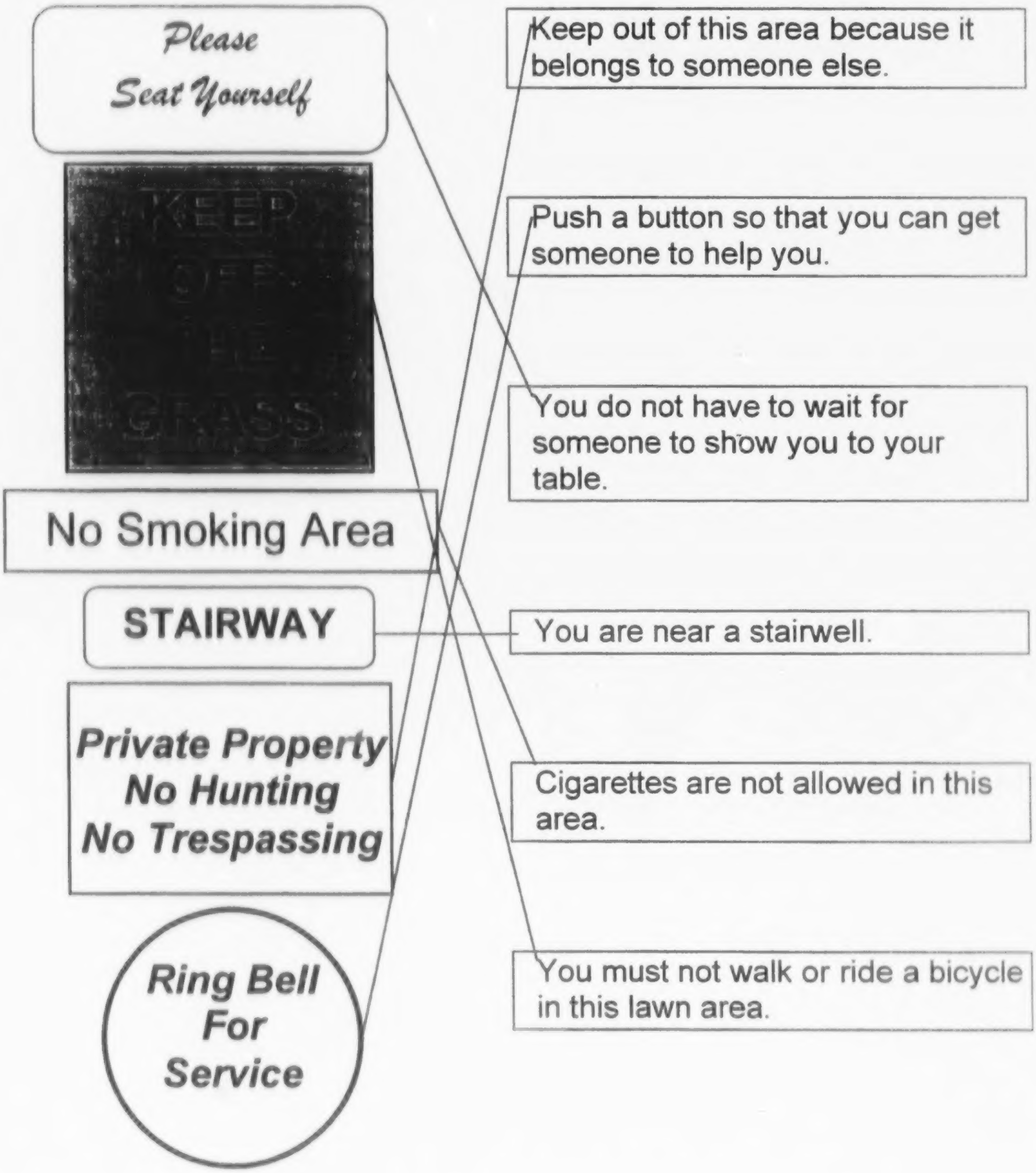
8) **Factory**


Caution
Wear Eye Protection
EYE PROTECTION
AREA

9) **Factory/Auto Repair**

Answer Key
1R9 Practice Page 1

Draw a line matching the sign with its meaning.


Please Seat Yourself
KEEP OFF THE GRASS
No Smoking Area
STAIRWAY
Private Property No Hunting No Trespassing
Ring Bell For Service

Keep out of this area because it belongs to someone else.

Push a button so that you can get someone to help you.

You do not have to wait for someone to show you to your table.

You are near a stairwell.

Cigarettes are not allowed in this area.

You must not walk or ride a bicycle in this lawn area.

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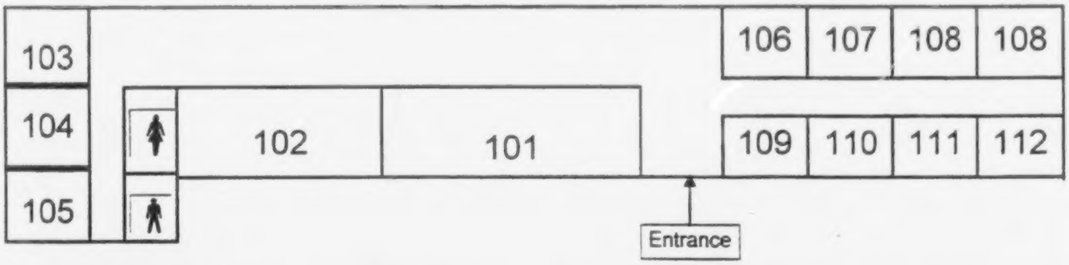
Answer Key
1R9 Practice Page 2

Use this directory of an office building to answer the question below.
Answers are in **bold** type.



Directory			
101	**Blake's Gift Shop and Deli**	105	**Dr. Sanders DDS**
102	**1st National Bank**	106-7	**Tejada Law Offices**
103	**Anderson Insurance**	108	**Ark Publishers**
104	**Victoria Martin CPA**	109-12	**Drake Business School**

1) There is food for lunch in room # **101**

2) I can cash a check in room # **102**

3) I can take a business class in room # **109,110,111,112**

4) I could get my teeth cleaned in room # **105**

5) A lawyer works in room # **106,107**

6) An insurance agent works in room # **103**

7) How many floors does this building have? **1**

Answer Key
1R10 Practice

Under each sign write its category. Use the list below to help you. Use crayons or markers to color the signs. Answers are in **bold** type.

Warning **Regulatory** **Service and Guide** **Public Transportation**

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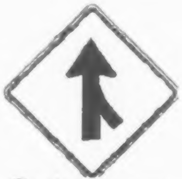

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Warning
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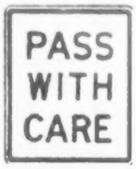
<td>


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Regulatory
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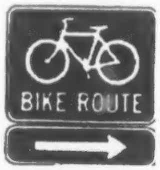

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Service/Guide
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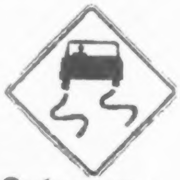

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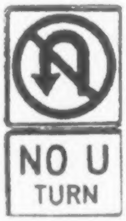

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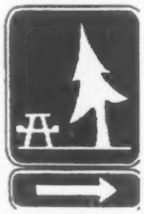

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Service/Guide
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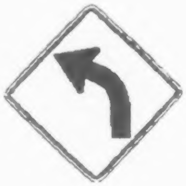

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Warning
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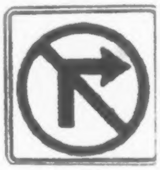

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Regulatory
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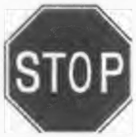

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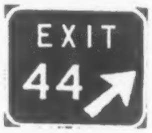

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Service/Guide
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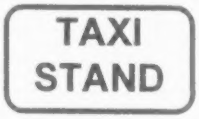

Category:
Public Transport
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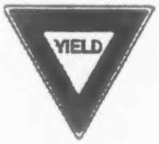


Category:
Regulatory
</td>
</tr>
</table>

Answer Key
1R11 Practice

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Answers are in **bold** type.

1) If the month above were June and the year were 1990, write the date for the first day of the month:

a) Full standard form: **Saturday, June 1, 1990**

b) Abbreviated form: **Sat., Jun 1, 1990**

c) Number form: **6/1/90**

2) If the month above were September and the year were 1996, write the date for the twenty fifth day of the month:

a) Full standard form: **Tuesday, September 25, 1996**

b) Abbreviated form: **Tues., Sept. 25, 1996**

c) Number form: **9/25/96**

3) If the month above were April and the year were 1998, write the date for the tenth day of the month:

a) Full standard form: **Monday, April 10, 1998**

b) Abbreviated form: **Mon., Jan. 10, 199**

c) Number form: **1/10/98**

Answer Key
1R12 Practice Page 1

Use the appointment reminder cards to answer the questions. Answer are in **bold** type.

Dr. Will Jenkins
6 West St.
Montrose, CO 81402
(970) 249-5555

Lucy Verona
43 S.3rd, Apt. #10
Montrose, CO 81402

Appointment Reminder

PATIENT'S NAME: Lucy Verona

DOCTOR'S NAME: Dr. Will Jenkins

APPOINTMENT DATE: Thursday, June 3rd **AT:** 2:30 p.m.

Please call the office one day in advance if you need to cancel or change the appointment.
(970) 249-5555

1) What is the patient's name? **Lucy Verona**

2) With whom does she have an appointment? **Dr. Will Jenkins**

3) What is the location of the appointment? **6 West St., Montrose, CO 81402**

4) What time is the appointment? **2:30 p.m.**

5) What is the phone number of the doctor's office? **(970) 249-5555**

Answer Key
1R12 Practice Page 2
June 1998

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3	4	5	6 Dr. Jan Potter 2:00 p.m. 313-4513	7	8
9	10	11 Dr. Tom Deans 12:15 p.m. 440-0044	12	13	14	15
16	17	18	19	20 Dentist 8:30 a.m.	21	22
23	24	25	26	27	28	29
30						

1) Write a reminder note on the calendar for an appointment with Dr. Jan Potter on 6/7/98 at 2:00 p.m. Her phone number is 313-4513.

2) Make a note on the calendar to remind yourself about an appointment on 6/20/98 at 8:30 a.m. for the dentist.

3) Make a reminder note on the calendar about a doctor's appointment with Dr. Tom Deans, 440-0044, on 6/11/98 at 12:15 p.m.

Answer Key
1R13 Alphabetical Order Practice

Alphabetize the following list of names in the chart below:
Answers are in **bold** type.

- Jeff Anderson
- Juanita Giffs
- Andy Holden
- Molly Ingram
- Todd Ekhart
- Nick Lowe
- Tessa Korns
- Jill Cox
- Max Little
- Sue Ash
- Tom Jones
- Donna Grey
- Rich Irwin
- Wendy King
- Frank Gonzales
- Mary Dixon
- Tim Baxter
- Joe Carter
- Mick Hastings
- Earl Blake
- Tina France
- Jim Edison
- Faye Dunn
- Sam Ford
- John Jacobs

A	D	G	J
Jeff Anderson	**Mary Dixon**	**Juanita Giffs**	**John Jacobs**
Sue Ash	**Faye Dunn**	**Frank Gonzales**	**Tom Jones**
		Donna Grey	
B	E	H	K
Tim Baxter	**Jim Edison**	**Mick Hastings**	**Wendy King**
Earl Blake	**Todd Ekhart**	**Andy Holden**	**Tessa Korns**
C	F	I	L
Joe Carter	**Sam Ford**	**Molly Ingram**	**Max Little**
Jill Cox	**Tina France**	**Rich Irwin**	**Nick Lowe**

Answer Key
1R13 Practice

Use may use copies of your local white and yellow pages to answer the following questions: (Answers are in **bold** type.)

1) Each of these businesses fit a yellow pages category. Write the category where each business might be found.

Business	Yellow Pages Category
Fender Fixers Body Shop	**Automobile Body Repair**
Mac's Junk Yard	**Automobile Parts-Used**
Julie Sherman DDS	**Dentists**
Greg Gold M.D.	**Physicians-Medical**
Mama's Kitchen Diner	**Restaurants**
Riverside Texaco	**Service Stations**
Mendoza Floral	**Florists**
St. Francis Mortuary	**Funeral Homes and Directors**
Green Gardens Supplies	**Lawn and Garden Supplies**
T and Y Propane	**Gas-Propane**

2) Under which letter of the alphabet would you find each name

a) Harry Deans **D**
b) Jim Franks **F**
c) Lee Nguyen **N**
d) John Powell **P**
e) Tina Reeves **R**
f) Natalie Bishop **B**
g) Kathy Ogden **O**
h) Sandra Gibbs **G**
i) Akim Williams **W**

Answer Key
1R14 Practice

Use the words below to fill in the blanks. Answers are in **bold** type.

Fire Department	**Criminal Emergency**	**Fire Emergency**
Medical Emergency	**Ambulance**	**Police**

1) If you see someone breaking into a house, you would call the **police** because this would be a/an **criminal emergency**.

2) If someone throws a cigarette out of a car and the bushes begin to burn, you would call the **fire department** because this would be a **fire emergency**.

3) If you see someone fall and complain of chest pain, you would call an **ambulance** because this would be a **medical emergency**.

Use the chart below to answer the next questions.

Town	Police	Ambulance	Fire
Durango	911	911	911
Ignacio	563-4206	563-4401	563-4401
Cortez	565-8441	911	911

1) For a fire emergency in Durango you would dial **911**.

2) For a criminal emergency in Cortez you would dial **565-8441**.

3) For a medical emergency in Ignacio you would dial **563-4401**.

4) For a medical emergency in Durango you would dial **911**.

5) For a fire emergency in Cortez you would dial **911**.

6) For a criminal emergency in Ignacio you would dial **563-4206**.

Answer Key
1R15 Practice

Use the information below to answer the questions. Answers are in **bold** type.

Center Pharmacy
Patient: Sue Toms
Doctor: Dean Baxter MD
Echinacea 60mg
Instructions
Take two teaspoons per day with meals for one week.
NO REFILL

Treating a cold

a) Drink plenty of liquids.
b) Get a full night's sleep each night (8-9 hrs.).
c) Eat foods with lots of vitamin C (oranges, lemons, grapefruits).
d) Use a warm cloth on the forehead to clear sinuses.

1) What is the name of the patient? **Sue Toms**

2) How many teaspoons of medicine should the patient take? **Two**

3) How long should the medicine be taken? **One week**

4) When should the medicine be taken? **With meals**

5) How much sleep should the patient get? **8 to 9 hours each night**

6) How should the patient clear sinuses? **By using a warm cloth on the forehead.**

7) The patient should drink plenty of **liquids**.

8) What foods should the patient eat? **Foods with lots of vitamin C**

9) What is the doctor's name? **Dean Baxter**

Answer Key
1R17 Example 1: Clothing Label

This label is from a shirt. Answers are in **bold** type.

FINE FASHIONS LIMITED
MADE IN THE USA
100% Cotton
Size: L

Do Not Bleach
Machine Wash Warm
Dry Flat
Do Not Dry Clean
Use Warm Iron If Needed

1) What is this shirt made of? **100% cotton / Cotton**

2) Can this shirt be ironed? **Yes** How do you know? **The label says you can use a warm iron.**

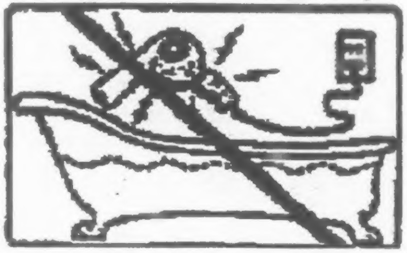
3) Can you use bleach on this shirt? **No** How do you know? **The label says do not bleach.**

4) Can you put this shirt in a dryer? **No** How do you know? **The label says dry flat.**

5) Can you wash this shirt in hot water? **No** How do you know? **The label says machine wash warm.**

Answer Key
1R17 Example 2: Appliance Label

This label is from a hair dryer. Answers are in **bold** type.



"UNPLUG IT" DO NOT REMOVE THIS TAG!

WARN CHILDREN OF THE RISK OF DEATH BY ELECTRIC SHOCK!

1) Always unplug after use.
2) Do not use while bathing.
3) If dryer falls into water, unplug immediately. Do not reach into water.

1) Can you use this hair dryer while you are taking a bath? **No**
How can you tell? **The label says do not use while bathing.**

2) If the hair dryer falls into the water, what should you do before you reach into the water? **Unplug it.**

3) What should you do each time after you use the hair dryer? **Unplug it**

4) Why shouldn't you use the hair dryer in the bathtub? **Because it could electrocute you.**

Answer Key
1R18 Practice Page 2

Answer these questions using the label from Aunt Jenny's Homestyle Porridge Mix.

1) If you were going to prepare this porridge on your stove, how much water would you add? **2 cups**

2) If you were going to prepare this porridge in your microwave, how much milk would you add? **You would not add milk for the microwave.**

3) Which ingredient does the product have the most of? **Tapioca flour**

4) How many grams of protein would you get if you ate one cup of porridge? **4 grams**

5) This porridge gives you the highest percentage of vitamin **D**.

6) How many calories would you be eating if you had one cup of porridge? **120**

7) Which product does the porridge have the least amount of? **cinnamon**

8) If you opened the box on a Tuesday, would it be safe to eat the porridge on Sunday? **No** Why or why not? **The box says to use the mix within five days once opened.**

10) If you were eating a diet that called for a low amount of cholesterol, would you pick a porridge that had 5g of cholesterol, or would you choose this box of porridge? **This box**
Why would you make that choice? **This box has only 1g of cholesterol.**

13) If a 15 oz. box of Country Porridge costs $5.35, would you buy a box of Aunt Jenny's Porridge or a box of Country Porridge? **Aunt Jenny's**
Why? **Aunt Jenny's costs less for the same amount.**

11) What is the difference between cooking times for the stove and the microwave? **The stove takes 4-6 minutes longer.**

Answer Key
1R19 Ad Practice Page

MAIN STREET SUPER MART

1 Quart Bottles

Pepsi® Cola

Regular price: $1.98 per bottle

SAVE SAVE SAVE

ONLY $1.59 per bottle

or

$4.00 for four bottles

Sale Ends Sunday Nov. 26

This sale is valid at the Main Street store only.

Answers are in **bold** type.

1) What is the name of the product? **Pepsi®**

2) Where is the sale happening? **At the Main Street Super Mart**

3) Is this price the same at all Super Marts? **No**

4) What is the size of the bottle? **1 quart**

5) What is the last day to buy Pepsi® for this price? **Sunday, November 26**

6) How much does it cost for one bottle of Pepsi®? **$1.59**

7) How much does it cost if you buy four bottles of Pepsi® at once? **$4.00**

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Answer Key
1R19 Charts Practice Page

1) Use the information below to fill in the chart. Answers are in **bold** type.

Store Name	Product Name	Price	Size	Best Buy
General Foods	**Magic flour**	**$2.45**	**12 oz.**	
Merry Market	**Snow White flour**	**$2.45**	**16 oz.**	
Jim's Grocery	**Snow White flour**	**$2.15**	**16 oz.**	✓
Quick Mart	**Country Pride flour**	**$2.15**	**12 oz.**	

a) General Foods has a 12 oz. bag of Magic flour on sale for $2.45.

b) Merry Market has a 16 oz. bag of Snow White flour on sale for $2.45.

c) Jim's Grocery has a 16 oz. bag of Snow White flour on sale for $2.15.

d) Quick Mart has a 12 oz. bag of Country Pride flour on sale for $2.15.

Use the information from the chart to answer the questions.

2) Which store has the best buy? **Jim's Grocery**
How can you tell? **This store sells the most flour (16 oz.) for the lowest price ($2.15).**

3) Which store has the worst buy? **General Foods**
How can you tell? **This store sells the least flour (12 oz.) for the highest price ($2.45).**

4) What type of product is being compared? **Flour**

5) What is the unit of measure used for the product? **Ounces (oz.)**

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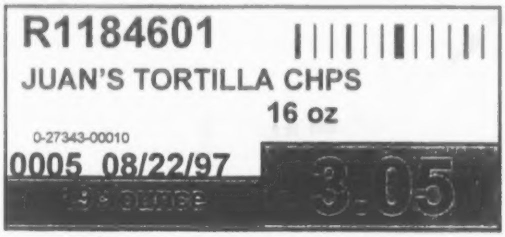
Answer Key
1R19 Unit Price Tab Practice Page

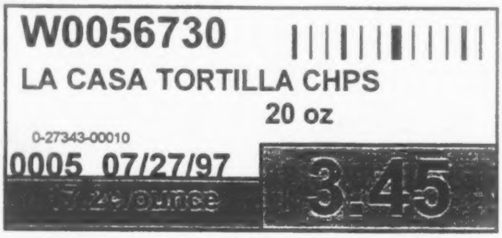
Read the unit price tabs below and answer the questions

Tab A



R1184601
JUAN'S TORTILLA CHPS
16 oz
0-27343-00010
0005 08/22/97
19¢/ounce
3.05

Tab B



W0056730
LA CASA TORTILLA CHPS
20 oz
0-27343-00010
0005 07/27/97
17.2¢/ounce
3.45

Answers are in **bold** type.

1) What are the names of the products? **Juan's Tortilla Chips, and La Casa Tortilla Chips**

2) What is the unit of measure for each product? **Ounces**

3) How much does each product weigh? **Juan's: 16oz. La Casa: 20oz.**

4) How much does the product on Tab A cost? **$3.05**

5) How much does the product on Tab B cost? **$3.45**

6) What is the unit price for the product on Tab A? **19¢ per ounce**

7) What is the unit price for the product on Tab B? **17.2¢ per ounce**

8) Which product is the better buy? **La Casa Tortilla Chips**

9) Why is this product the better buy? **La Casa Tortilla Chips are the better buy because you get more quantity for a cheaper unit price.**

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Answer Key
1W2 Practice

Fill in the blanks. Remember to hyphenate when appropriate.
Answers are in **bold** type.

1 = one
2 = **two**
3 = three
4 = **four**
5 = **five**
6 = six
7 = **seven**
8 = **eight**
9 = **nine**
10 = ten

11 = **eleven**
12 = twelve
13 = **thirteen**
14 = fourteen
15 = **fifteen**
16 = sixteen
17 = **seventeen**
18 = **eighteen**
19 = **nineteen**
20 = **twenty**

21 = **twenty-one**
22 = twenty-two
23 = **twenty-three**
24 = **twenty-four**
25 = twenty-five
26 = **twenty-six**
27 = **twenty-seven**
28 = **twenty-eight**
29 = **twenty-nine**
30 = **thirty**

40 = **forty**
50 = **fifty**
60 = **sixty**
70 = **seventy**
90 = **ninety**
100 = **one hundred**

43 = **forty-three**
54 = **fifty-four**
62 = **sixty-two**
75 = **seventy-five**
97 = **ninety-seven**
105 = **one hundred and five**

Answer Key
1W3 Practice Page 1

Thursday, May 22nd 1997

7:00 AM ______________________________
8:00 AM ______________________________
9:00 AM ______________________________
10:00 AM ______________________________
11:00 AM ______________________________
12:00 PM ______________________________
1:00 PM ______________________________
2:00 PM ______________________________
3:00 PM ______________________________
4:00 PM ______________________________
5:00 PM ______________________________
6:00 PM ______________________________
7:00 PM ______________________________
8:00 PM ______________________________

Organize the events below by writing them on their most appropriate lines in the planner. Answers will vary; some acceptable time ranges appear below in **bold** type.

Go to bed **7-8 p.m.**	Eat breakfast **7-10 a.m.**	Watch a movie with friends **4-7 p.m.**
Call the plumber **9 a.m. -5 p.m.**	Go to work **(any time)**	Go to the post office **9 a.m. - 5 p.m.**
Eat dinner **4-8 p.m.**	Go to class **8 a.m. - 8 p.m.**	Return my friend's phone call **(any time)**
Eat lunch **11 a.m. - 2 p.m.**	Pick up groceries **(any time)**	Leave work **(any time after going to work)**

Answer Key
1W3 Practice Page 2

Use the events on this calendar to answer questions on the next page.

February 1998

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
					1 Carl's birthday party 2:00 p.m. Bring a dish.	2
3 First day of new job 8:00 a.m. Ask Jodi to take kids to school.	4	5 Meeting with Timmy's teacher 3:30 p.m.	6	7 Dinner at a Mom's house.	8	9 Take the kids to the kite show at the park.
10	11 Dentist appointment 2:00 p.m. Dr. Richards	12	13	14	15	16
17 Pay the gas bill.	18	19	20 Take car to Jed's Garage for an oil change.	21	22 Alica's Birthday Pick up the balloons at City Market.	23
24	25 Staff meeting-Jerry should come home early to stay with the kids.	26	27	28		

Answer Key
1W3 Practice Page 3

Use the events from the calendar to answer these questions. Answers are in **bold** type.

1) What event is happening on Tuesday, February 11?
Dentist appointment

2) On what date is dinner happening at Mom's house?
Friday the 7th

3) The dentist's appointment is scheduled for **2: p.m.** on **Tuesday the 11th**.

4) Why is Monday, February 3 an important day? **It is the first day of a new job.**

5) On 2/22/98, who is having a birthday, and what needs to be done?
Alicia is having a birthday party, and the balloons need to be picked up at City Market.

6) What is the date for the meeting with Timmy's teacher?
Wednesday the 5th

7) What is the date for the kite show? **Sunday the 9th**

8) When should the car be taken to the garage? **Thursday the 20th**

9) On what day should Jerry come home early to stay with the kids?
Tuesday the 25th Why? **There is a staff meeting.**

10) **Monday the 17th** is the day to pay the gas bill.

Answer Key
1W4 Sentence/Phrase Practice Page

Read each group of words. If it has a subject and a predicate and is a complete thought, add the correct punctuation and write the word **sentence** in the space. If it is does not have a subject and a predicate, add words and punctuation to make it a complete sentence. **Students choice; answers will vary.**

1) Jim's yellow bird ________________________________ **(incomplete)**

2) My cat is fluffy. **Sentence**

3) Inside the house ________________________________ **(incomplete)**

4) Juan plays the drums. **Sentence**

5) Lee likes ice cream. **Sentence**

6) On the top of the hill ____________________________ **(incomplete)**

7) I sat on the chair. **Sentence**

8) A big dog ________________________________ **(incomplete)**

9) Sue's red bag ________________________________ **(incomplete)**

10) The sun is hot. **Sentence**

11) Give me another orange, please. **Sentence**

12) The water is cold. **Sentence**

13) I see a tree. **Sentence**

14) The tree is ________________________________ **(incomplete)**

15) Behind the door ________________________________ **(incomplete)**

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Answer Key
1W4 Sentence Types Practice Page

Read each sentence, then write which type of sentence it is. Answers are in **bold** type.

declarative	imperative	interrogative	exclamatory

1) Pay the money now. **imperative**
2) Will you come to the show with me? **interrogative**
3) I live next door to the park. **declarative**
4) There is a mouse in my shoe! **exclamatory**
5) Put down your pencils. **imperative**
6) Who owns this car? **interrogative**
7) Sue is moving to a new house. **declarative**
8) Here comes the train! **exclamatory**
9) Please fasten your seat belts. **imperative**
10) Look at the cute baby. **imperative**
11) Why is the sky blue? **interrogative**
12) Excuse me, I need to get past you. **imperative/declarative**
13) The puppy played with its toy. **declarative**
14) Look out, the tree is falling! **exclamatory/imperative**
15) Is this the way to the mall? **interrogative**

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Answer Key
1W6 Practice

Use the note below to answer the questions. Answers are in **bold** type.

> TO: Mrs. Maxwell
> 7/2/97
>
> Dear Mrs. Maxwell,
>
> I live in apartment 124. I have not had hot water for two days. I have seen a water leak coming from the water heater closet. Could you please send someone to look at it? I will be home all day on Friday.
>
> Sincerely,
>
> *Sylvia Grey*

1) Who has written the note? **Sylvia Grey**
2) Who is the note for? **Mrs. Maxwell**
3) When was the note written? **July 2nd, 1997**
4) What does the sender of the note want?

She would like someone to come and look at her water heater because it is leaking and she is unable to get hot water.

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Answer Key
1W7 Vocabulary Practice

Circle the letter of each correct answer.

1) The word EXEMPT means:
   - a) to do something
   - [✓ b)] to be excused
   - c) to be outside

2) The word WITHOLDINGS means:
   - a) things that are given away
   - b) to put things in storage
   - [✓ c)] amounts taken out of a paycheck

3) A person's SIGNATURE is:
   - a) the way a person acts
   - [✓ b)] the way a person signs her name
   - c) a sign for their house

4) An EMPLOYER is:
   - [✓ a)] someone you work for
   - b) a job
   - c) a place to do work

5) A SOCIAL SECURITY NUMBER is:
   - a) a way to get money from the government
   - b) a number for opening a bank account
   - [✓ c)] a government assigned taxpayer's identification number

6) DEPENDENTS are:
   - a) things that you must have
   - [✓ b)] people whom you support with your income
   - c) your relatives

Answer Key
1W9 Practice

Read the following situation.

John owns a local coffee shop and he has two employees. The shop opens at 5:00 a.m. every weekday. John opens the shop on Mondays and Fridays. His other employees open the shop during the rest of the week. Many people stop to buy hot drinks and pastries on their way to work.

One morning, John was in a hurry because he had overslept. He drove quickly to the shop. He got out of his car and forgot to take his keys! His car keys and shop keys were now locked in the car. It was almost 5:00 a.m. and people were waiting to get into the shop. What should he do?

1) Draw a line under the sentence that names the real problem.
   a) Customers cannot get into John's shop.
   b) John will not be able to open the store at 5:00 am.
   c) **John's keys are locked in his car.**
   d) John will loose money.
   e) John will loose customers.

2) Draw a line under three sentences that are the *best* possible solutions.
   a) John could close the shop for the day.
   b) **John could call a locksmith.**
   c) John could break into his own shop.
   d) **John could call one of his employees to bring their keys.**
   e) John could break into his car. (This solution may be acceptable.)
   f) **John could call the police to help him get into his car.**

3) and 4) **Student's choice; answers will vary.**

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Answer Key
1M1 Addition Practice Page

Answer the following addition problems. Answers are in **bold** type.

1) 2 + 4 = **6**
2) 7 + 2 = **9**
3) 5 + 1 = **6**
4) 16 + 4 = **20**
5) 10 + 8 = **18**
6) 2 + 11 + 4 = **17**
7) 12 + 3 + 5 = **20**
8) 2 + 17 + 1 = **20**

Answer the following addition problems. Show all the carried numbers.

9)	10)	11)	12)	13)
10	35	51	72	56
+ 4	+ 2	+29	+10	+37
14	**37**	**80**	**82**	**93**

14)	15)	16)	17)	18)
31	1	53	41	27
48	88	12	26	38
+20	+32	+31	+17	+19
99	**121**	**96**	**84**	**84**

19)	20)	21)	22)
311	25	284	271
482	182	502	562
+203	+303	+335	+153
996	**510**	**1,121**	**986**

23)	24)	25)
114	434	5
803	785	572
+ 532	503	83
1449	+ 342	+ 246
	2064	**906**

26) Read the following list of numbers: 2, 4, 6, 8, 10. Starting with the two, how much is being added to each number to make the next number? **2**

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Answer Key
1M1 Subtraction Practice Page

Answer the following subtraction problems. Answers are in **bold** type.

1) 6 - 4 = **2**
2) 5 - 2 = **3**
3) 8 - 7 = **1**
4) 9 - 2 = **7**
5) 10 - 8 = **2**
6) 7 - 6 = **1**
7) 27 - 1 = **26**
8) 16 - 4 = **12**

Answer the following subtraction problems and show all the borrowed numbers.

9) $\begin{array}{r} 7 \\ \underline{-\ 4} \\ \mathbf{3} \end{array}$
10) $\begin{array}{r} 5 \\ \underline{-\ 2} \\ \mathbf{3} \end{array}$
11) $\begin{array}{r} 59 \\ \underline{-\ 7} \\ \mathbf{52} \end{array}$
12) $\begin{array}{r} 47 \\ \underline{-\ 6} \\ \mathbf{41} \end{array}$
13) $\begin{array}{r} 58 \\ \underline{-37} \\ \mathbf{21} \end{array}$

14) $\begin{array}{r} 31 \\ \underline{-20} \\ \mathbf{11} \end{array}$
15) $\begin{array}{r} 88 \\ \underline{-39} \\ \mathbf{49} \end{array}$
16) $\begin{array}{r} 53 \\ \underline{-31} \\ \mathbf{22} \end{array}$
17) $\begin{array}{r} 41 \\ \underline{-17} \\ \mathbf{24} \end{array}$
18) $\begin{array}{r} 27 \\ \underline{-19} \\ \mathbf{8} \end{array}$

19) $\begin{array}{r} 311 \\ \underline{-203} \\ \mathbf{108} \end{array}$
20) $\begin{array}{r} 525 \\ \underline{-303} \\ \mathbf{222} \end{array}$
21) $\begin{array}{r} 784 \\ \underline{-335} \\ \mathbf{449} \end{array}$

22) $\begin{array}{r} 114 \\ \underline{-\ \ 32} \\ \mathbf{82} \end{array}$
23) $\begin{array}{r} 614 \\ \underline{-506} \\ \mathbf{108} \end{array}$
24) $\begin{array}{r} 934 \\ \underline{-342} \\ \mathbf{592} \end{array}$

25) Read the following list of numbers: 20, 15, 10, 5, 0. Starting with the twenty, how much is being subtracted from each number to make the next number? **5**

Answer Key
1M1 Multiplication Practice Page

Answer the following multiplication problems. Answers are in **bold** type.

1) 3 x 4 = **12**
2) 5 x 2 = **10**
3) 8 x 3 = **24**
4) 9 x 2 = **18**
5) 1 x 8 = **8**
6) 2 x 6 = **12**
7) 10 x 1 = **10**
8) 4 x 4 = **16**

Answer the following multiplication problems and show all the carried numbers.

9) 7
x 3
21

10) 5
x 2
10

11) 56
x 4
224

12) 41
x 5
205

13) 53
x 21
1,113

14) 33
x 15
495

15) 76
x 23
1,748

16) 19
x 43
817

17) 25
x 70
1,750

18) 80
x 10
800

19) 311
x 203
63,133

20) 143
x 520
74,360

21) 726
x 312
226,512

22) 810
x 839
679,590

23) 114
x 32
3,648

24) 104
x 536
55,744

25) 34
x 342
11,628

26) When you multiply a number by zero, the answer is always **zero**.

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Answer Key
1M1 Division Practice Page

Answer the following division problems. Answers are in **bold** type.

1) 3 ÷ 1 = **3**
2) 6 ÷ 2 = **3**
3) 9 ÷ 3 = **3**
4) 8 ÷ 4 = **2**
5) 10 ÷ 5 = **2**
6) 4 ÷ 2 = **2**
7) 10 ÷ 1 = **10**
8) 4 ÷ 4 = **1**

Answer the following division problems and show all remainders

9) $3\overline{)6}$ **2**

10) $5\overline{)65}$ **13**

11) $4\overline{)92}$ **23**

12) $6\overline{)634}$ **105 R4**

13) $4\overline{)257}$ **64 R1**

14) $5\overline{)685}$ **137**

15) $25\overline{)185}$ **7 R10**

16) $30\overline{)260}$ **8 R20**

17) $18\overline{)730}$ **40 R10**

Answer Key
1M2 Practice

Round each number to the nearest ten. Answers are in **bold** type.

1) 16: **20**
2) 25: **30**
3) 82: **80**
4) 56: **60**
5) 67: **70**
6) 134: **130**
7) 45: **50**
8) 9: **10**
9) 573: **570**
10) 91: **90**

Round each number to the nearest hundred.

11) 134: **100**
12) 456: **500**
13) 778: **800**
14) 1,255: **1,300**
15) 216: **200**
16) 545: **500**
17) 8,161: **8,200**
18) 301: **300**

Round each number to the nearest thousand.

19) 3,401: **3,000**
20) 4,778: **5,000**
21) 8,290: **8,000**
21) 6,567: **7,000**
22) 5,434: **5,000**
23) 2,098: **2,000**

Round the numbers in each problem to the nearest ten, then circle the most reasonable answer for each problem. The first one has been done for you.

24) 555 + 33 =
560 + 30 =
600 or [✓ 590]

25) 24 + 215 =
20 + 220 =
230 or [✓ 240]

26) 2,541 + 313 =
2,540 + 310 =
2,550 or [✓ 2,850]

27) 37 + 29 =
40 + 30 =
50 or [✓ 70]

28) 475 + 109 =
480 + 110 =
[✓ 590] or 480

29) 37 + 29 =
40 + 30 =
50 or [✓ 70]

Round the numbers in each problem to the nearest hundred, then circle the most reasonable answer for each problem.

30) 2,653 + 290 =
2,700 + 300 =
[✓ 3,000] or 2,000

31) 4,331 + 5,215 =
4,300 + 5,200 =
9,600 or [✓ 9,500]

32) 3,741 + 2,850 =
3,700 + 2,900 =
6,500 or [✓ 6,600]

33) To estimate the number of oranges in a crate, round to the nearest **ten**. (ten, hundred, thousand)

34) To estimate the number of people at a football game, round to the nearest **hundred**. (ten, hundred, thousand)

35) Read this list of numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90.
If you were told that each number in the list had been rounded, you could say that each number was probably rounded to the nearest **ten**.

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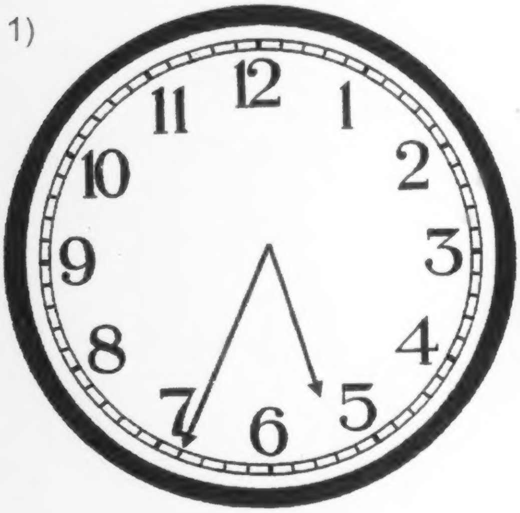
Answer Key
1M3 Practice Page 1

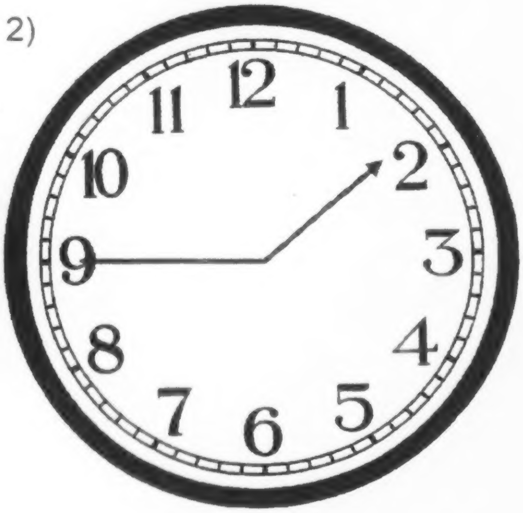
Draw hands on the clocks to show the times listed.

1) 5:34 2) Quarter-to two 3) Half-past nine 4) 11:59

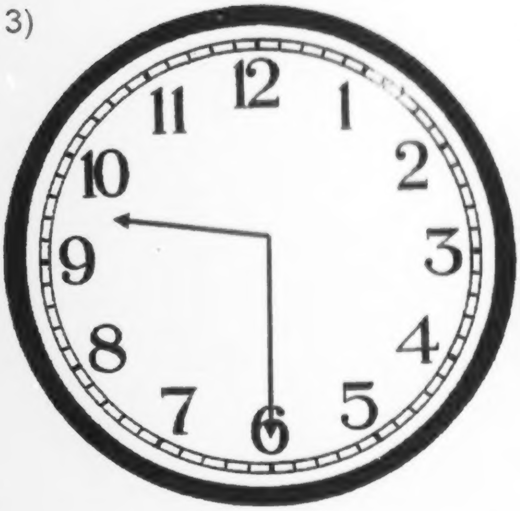
1)



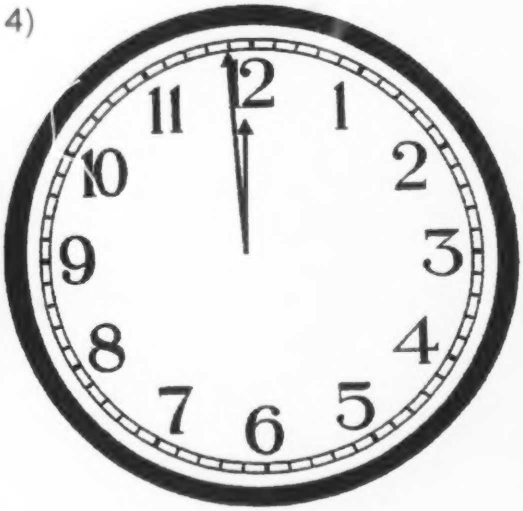
2)



3)



4)



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Answer Key
1M3 Practice Page 2

Write the following times in the clock displays:

1) Ten-thirty A.M.
2) Five minutes to four P.M.
3) Twelve minutes after five P.M.
4) Twenty-five minutes to eight A.M.
5) Eighteen minutes after six P.M.
6) Noon

1) 10:30A.M.

2) 3:55P.M.

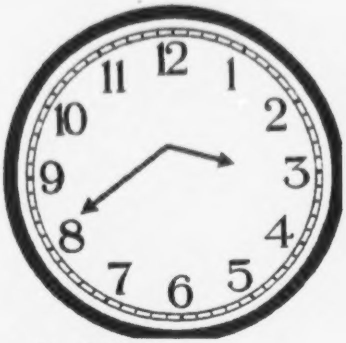
3) 5:12P.M.

4) 7:35A.M.

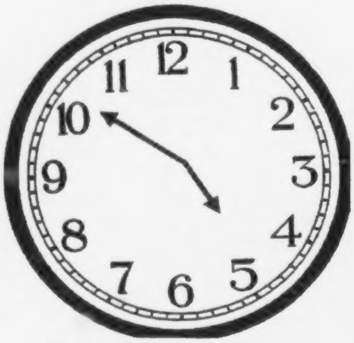
5) 6:18P.M.

6) 12:00P.M.

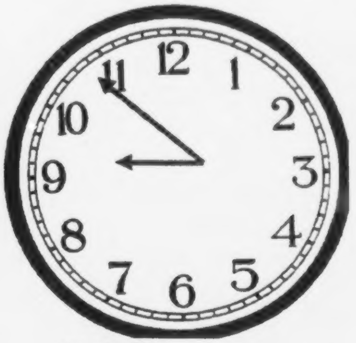
Use numbers and a colon to write the times shown on the following clocks. Answers are in **bold** type.



1) **3:40**



2) **4:50**



3) **8:53**

Answer Key
1M4 Practice

Complete the chart. Answers are in **bold** type.

Currency	Value
Penny	**$0.01 or 1¢**
Nickel	5¢
Dime	$0.10
Quarter	**$0.25 or 25¢**
Half dollar	**$0.50 or 50¢**

Fill in the blanks. Answers are in **bold** type.

1) How many pennies make one dollar? **100**
2) How many nickels are in one dollar? **20**
3) How many dimes are in one dollar? **10**
4) How many quarters are in one dollar? **4**
5) How many fifty cent pieces are in one dollar? **2**
6) How many nickels make one dime? **2**
7) How many pennies make one dime? **10**
8) How many nickels make one quarter? **5**
9) How many pennies make one half dollar? **50**
10) How many quarters make $3.75? **15**
11) How many dimes make $1.50? **15**
12) How many quarters make five dollars? **20**
13) How many five dollar bills make ten dollars? **2**

Complete the chart. Answers are in **bold** type.

Number form	Word form
14) $4.25	**four dollars and twenty-five cents**
15) **$9.60**	nine dollars and sixty cents
16) $7.43	**seven dollars and forty-three cents**
17) **$21.08**	twenty-one dollars and eight cents
18) $13.38	**thirteen dollars and thirty-eight cents**

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Answer Key
1M5 Practice Page 1

Calculate the total for each group of items, then answer the questions. Show all calculations in the space provided. All answers are in **bold** type.

Group A:

$2.45

$1.38

$3.09

Total: $ **$6.92**

If you paid with a ten dollar bill, what should your change be? $ **3.08**

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies
0	**0**	**3**	**0**	**0**	**1**	**3**

CALCULATIONS:

Group B:

$2.23

$3.44

$1.82

$2.99

Total: $ **10.48**

If you paid with a twenty dollar bill, what should your change be? $ **9.52**

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies
0	**1**	**4**	**2**	**0**	**0**	**2**

CALCULATIONS:

Answer Key
1M5 Practice Page 2

Group C: $6.13 $1.22 $3.76 $3.12 Total: $ **14.23**

If you paid with a twenty dollar bill, what should your change be? $ **5.77**

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies
0	1	0	3	0	0	2

CALCULATIONS:

Group D: $4.03 $1.22 $3.76 $2.82 Total: $ **11.83**

If you paid with a five dollar bill and a ten dollar bill, what should your change be?
$ **3.17**

Write the amounts of each type of currency that could make your change.

Ten dollar bills	Five dollar bills	One dollar bills	Quarters	Dimes	Nickels	Pennies
0	0	3	0	1	1	2

CALCULATIONS:

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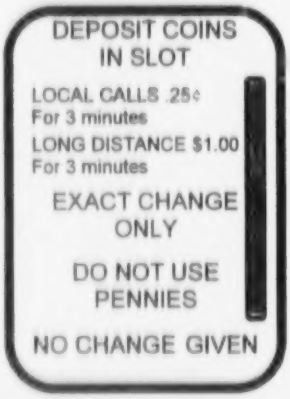
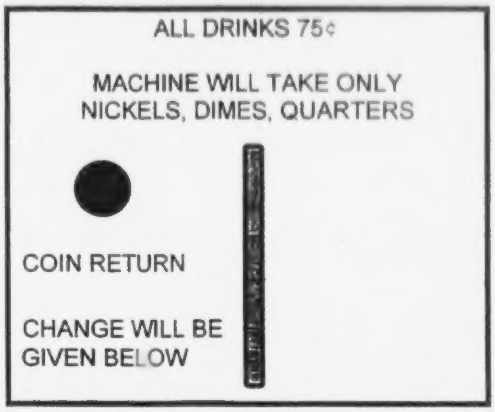
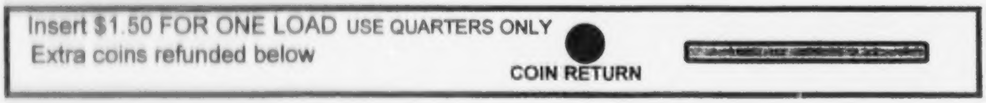
Answer Key
1M6 Practice

Use the pictures below to answer the questions. Answers are in **bold** type.

A)

DEPOSIT COINS IN SLOT
LOCAL CALLS .25¢
For 3 minutes
LONG DISTANCE $1.00
For 3 minutes
EXACT CHANGE ONLY
DO NOT USE PENNIES
NO CHANGE GIVEN

B)

ALL DRINKS 75¢
MACHINE WILL TAKE ONLY NICKELS, DIMES, QUARTERS
COIN RETURN
CHANGE WILL BE GIVEN BELOW

C)

Insert $1.50 FOR ONE LOAD
USE QUARTERS ONLY
Extra coins refunded below
COIN RETURN

1) Which machine/s accepts only quarters? **C** (A, B, or C)
2) Which machine/s gives change? **B or C**
3) Which machine/s needs the exact change? **A**
4) Do any of the machines accept pennies? **No**
5) Could you make a local call on machine A with two dimes and a nickel? **Yes**

   Why or why not? **Because two dimes and a nickel equals $0.25.**
6) Could you buy a drink from machine B with two quarters and two dimes? **No** Why or why not? **The machine requires $0.75 for a drink: two quarters and two dimes only add up to $0.70.**
7) Show the coins you would need to make a 3 minute long distance call on machine A. (Answers may vary as $1.00 can be made with various coin combinations; answers using pennies are not correct.)

Quarters	Dimes	Nickels	Pennies
4	**0**	**0**	**0**

500

Answer Key
1M7 Practice Page 1

Answers are in **bold** type. Answers for 1, 2, and 3 may vary as each fare can be made with different currency combinations.

1) The exact bus fare from downtown to your neighborhood is $1.35. What coins and bills would you use to make this fare?

Dollar bills	Quarters	Dimes	Nickels
1	**1**	**1**	**0**

2) The exact bus fare from the shopping mall to the Art Center is $1.60. What coins and bills would you use to make this fare?

Dollar bills	Quarters	Dimes	Nickels
1	**2**	**1**	**0**

3) The one-way bus fare from the park to your school is $0.85. What coins and bills would you use to make a round trip fare?

Dollar bills	Quarters	Dimes	Nickels
0	**3**	**1**	**0**

4) A taxi charges $1.25 for the first mile of travel, and then $0.80 per mile for each mile after that. If you travel four miles, how much would your fare be? Fare for first mile: **$1.25**
Fare for next three miles: **$2.40**
Total fare: **$3.65**

If you paid with a ten dollar bill and tipped the driver $0.50, what would your change be? **$5.85**

5) A taxi charges $1.10 for the first mile of travel, and then $0.90 per mile for each mile after that. If you travel six miles, how much would your fare be? Fare for first mile: **$1.10**
Fare for next five miles: **$4.50**
Total fare: **$5.60**

Answer Key
1M7 Practice Page 2

Use this schedule to answer the next questions. Answers are in **bold** type. Answers for 8, 9, and 10 may vary as each fare can be made with different currency combinations.

Departure	Arrival	One Way	Round Trip	Weekend
East Point 8:00 a.m.	Central Park 8:45 a.m.	$1.70	$2.40	$3.00 (one-way)
Civic Center 9:00 a.m.	Art Museum 9:35 a.m.	$0.65	$1.20	$1.50 (one-way)
8th St. Mall 11:00 a.m.	Stadium 12:35 p.m.	$1.60	$2.10	$2.30 (one-way)
Stadium 12:45 p.m.	East Point 1:10 p.m.	$1.55	$2.80	$3.00 (one-way)

6) How much money would you have left over from a five dollar bill if you bought a round trip ticket from the 8th St. Mall to the Stadium on a Monday?

Answer: **$2.90**

7) How much money would you have left over from a ten dollar bill if you bought a round trip ticket from the Civic Center to the Art Museum on a Sunday? Answer: **$7.00**

8) What coins and bills would you use to make a one-way fare from East Point to Central Park on a Tuesday?

Dollar bills	Quarters	Dimes	Nickels
1	**2**	**2**	**0**

9) What coins and bills would you use to make a one-way fare from East Point to Central Park on a Saturday?

Dollar bills	Quarters	Dimes	Nickels
3	**0**	**0**	**0**

10) What coins and bills would you use to make a round trip fare from the Stadium to East Point on a Saturday?

Dollar bills	Quarters	Dimes	Nickels
6	**0**	**0**	**0**

Answer Key: 1M8 Practice Pay Check and Pay Stub Answers are in **bold** type.

Big Business Inc.
1234 Big Road
Huge City, CO 80087

6788	**3/3/97**
Employee ID #	Check Date

Pay To The Order Of: **Sue Franklin**

$231.54
Amount

Two hundred thirty-one and $^{54}/_{100}$ Dollars

Big Bank
300 Money Drive
Huge City, CO 80087

Signature

I1ŏ ŏ I1ŏ1ŏ

Employee ID #	Name	Social Security #	Pay Date
6788	**Sue Franklin**	**111-52-6767**	**3/4/97**

Pay Period End	Regular Hours	Overtime Hours	Department
2/28/97	**40**	**0**	**Sales**

Pay Period Earnings	Deductions	Year-To-Date
Pay rate: **$8.75** Net Income: **$231.54** Gross Income: **$350.00**	Fed. With. Tax: **$59.05** FICA: **$15.06** State With. Tax: **$18.45** Union Dues: **$12.00** Health Deductible: **$13.90**	Fed. With. Tax: $345.89 FICA: $203.75 State With. Tax: $56.43 Earnings: $2,756.19

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Answer Key
1M8 Practice

Complete the 1M8 Practice Pay Check and Pay Stub using the following information.

This is Sue Franklin's paycheck. Use the information below to fill in all the appropriate spaces on the check and on the pay stub.

1) Employee Number: 6788
2) Social Security Number: 111-52-6767
3) Pay Date: March 4th 1997
4) Pay Period End: February: 28th 1997
5) Regular Hours: 40
6) Overtime Hours: 0
7) Gross Pay: $350.00
8) Federal Withholding: $59.05
9) Union Dues: $12.00
10) State Withholding: $18.45
11) Health Deductible: $13.90
12) Social Security Withholdings: $15.06
13) Pay Rate: $8.75 Per Hour
14) Department: Sales
15) Net Pay: **$231.54** (You will need to calculate this number.)

Answer Key
1M9 Practice

Answers for measuring tool are in **bold** type. Actual distance measurement answers will vary.

1) **RULER** YARD STICK TAPE MEASURE:
The length of a new pencil. Measurement: __________

2) **RULER** YARD STICK TAPE MEASURE:
The length and width of your math book. Measurement: __________

3) RULER YARD STICK **TAPE MEASURE**:
The distance across the doorway. Measurement: __________

4) RULER YARD STICK **TAPE MEASURE**:
The height of the tallest desk. Measurement: __________

5) **RULER** YARD STICK TAPE MEASURE:
The width of a dictionary. Measurement: __________

6) RULER YARD STICK **TAPE MEASURE**:
The distance the tallest person in your group can jump from a standing position. Measurement: __________

7) RULER **YARD STICK** TAPE MEASURE:
The length from elbow to fingertips of the shortest person in your group. Measurement: __________

8) **RULER** YARD STICK TAPE MEASURE:
The length of someone's shoe in your group. Measurement: __________

9) **RULER** YARD STICK TAPE MEASURE:
The width of a quarter. Measurement: __________

10) RULER YARD STICK **TAPE MEASURE**:
The length of the classroom. Measurement: __________

Draw the following on a piece of scratch paper: Teachers will need to measure students' diagrams for accuracy.

A) A box with a length of 5 in. and a width of $4\ ^{3}/_{4}$ in.

B) A line measuring $9\ ^{1}/_{4}$ in.

C) A box with a length of seven and one half inches, and a width of three inches.

Answer Key
1M10 Practice

Hans was going to buy a used car. He looked at three different types. He decided to make a chart so that he could compare the cars to help him make a decision. Answers are in **bold** type.

Information About Cars

	Toyota Wagon	Subaru Wagon	Honda Wagon
Cost	$3,500	$2,990	$3,050
Year	1986	1985	1988
Four-wheel-drive	Yes	Yes	No
Mileage	80,000	95,000	75,000
Color	Blue	Silver	White
Other	Has a Dent	Needs Tires	Needs a Tune-up

Use the chart above to answer the following questions.

1) What color is the Honda station wagon? **White**
2) What does the Subaru station wagon need? **Tires**
3) How much does the Toyota station wagon cost? **$3,500**
4) Which car does not have four wheel drive? **The Honda station wagon**
5) Which car has the highest mileage? **The Subaru station wagon**
6) What year is the Honda station wagon? **1988**
7) The blue station wagon costs **$3,500**
8) The silver station wagon needs **tires**.
9) Which car has a dent? **The Toyota station wagon**
10) The car that needs a tune up costs **$3050.**

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The Resource Guide, Colorado Certificate of Accomplishment ABE Level 1, Order Form

A reminder! All AEA funded programs, non-AEA funded programs that have submitted portfolios for certificates, and other non-funded programs that placed orders by April 15 have received free copies.

Due to the increase in the cost of all components in the publication of ***The Resource Guide***, the Office of Adult Education must increase the cost for each guide to $40.00.

Additional copies are now available for $40.00.

Program Name: ______________________________
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____
____

Description	Unit Cost	Quantity	Amount
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